**Simple Analysis**

**Topic 1: Participants’ current understanding of AI**

* How would you define AI?
  + FG1P1: “Can you hear me?... I guess I would say centralized intelligence because I just view AI as a lot of experts in just one place and just being able to ask one source for information that just holds all of this knowledge, but it's also fallible as well.
  + FG1P2: “I think I would define it as a computer, computer-based intelligence system mimicking human behavior and intelligence because AI is almost like robotic and the fact that a lot of times it's going to try to mimic the way humans describe things, the way they communicate and that type of stuff. It doesn't quite have the same mechanisms that a human brain can have, but it's very close, almost passing the terrain test close to cumin. Awesome.”
  + FG1P3: “Yeah, I would agree with [FG1P2’s] definition as well and what [FG1P1] was saying as well. The only part I would add is it's interesting trying to differentiate between artificial intelligence and just a regular machine. So I think that's the key point there. And the definition is higher level and can it perform functions that a human can typically perform and can it mimic some of the functions of the brain, such as learning and stuff like that is able to learn and grow and stuff.”
  + FG2P1: “So with really using the artificial intelligent term, the way I explain it would be like, I guess machine learning would be some way to explain. So knowledge that you could get through websites really quickly instead of asking person to person.”
  + FG2P2: “I think AI is still kind of new to me. I knew of it, but I didn't really care too much to learn more about it because I think it's very hard for me to know what it is. It's so weird to me, but I guess it's just gathering data from the internet, but presented in a way that sounds like a human. So data is still information from the internet, but presented in a very particular way that ideally is very easy to read and it's all in one spot, versus you having to go on Google and click a million links. It's all just condensed to one user-friendly thing.”
  + FG2P3: “And I think for me, it's hard for me to define ai. I don't really know how it's working, the mechanism that makes it do the thing. But yeah, I also sort of resonate with, when I think of ai, I think of something like chat, GPT, like a language model that's simulating chat box humanness, which kind of sounds like what [FG2P1] and [FG2P2] were talking about. But when I think of ai, I also think about the ways that I see some of my STEM peers use it more. The machine learning how to train a machine to understand things. So I have some friends in biology and think about the research side of they're trying to train the machine to be able to read different sequences of DNA. So yeah, when I think of ai, I think a little bit about both the ways that we encounter ai that seems like this machine that synthesizes things, but also the ways that it's more than just language that seems humanlike, like a way to actually process information that takes maybe less input from humans in some ways to turn the machine.”
  + FG3P1: “Okay, I can go with that in my own words. I can be like ai, it's like an advancement of technology. So I feel there have been an evolution of technology and so it's another phase of technology, which I will also look forward to something more than AI in coming years or decades. So I feel its major aims is trying to streamline the process more easier than the previous private technology, technological advancement. So that's how I'm going to define ai.”
  + FG3P2; “Say that AI is or can be used as a tool? It's constantly updating it's body of knowledge based on inputs and can be used in many different ways.”
  + FG3P3: “I would kind say the same thing. Honestly, when I think of ai, I just kind of think of a computer talking to me. It's just a little robot, but I just think it's AI is just really too far in advanced. It's getting to that point where it's just getting too advanced for some people. But I mean, yeah, that's all I could say.”
  + FG4P1: “Should we put things in the chat? Should we kind of raise our hands? What's kind of the best way to chat?... I would say that it's when it's both process and a product, because it refers to when humans imbue something with the capacity to do a task that would normally require human intelligence.”
  + FG4P2: “Yeah, I know that ai, artificial intelligence, and so to me is just a conglomerate of all the knowledge that we have in the world put into one system, and you can figure out questions and answers. I know that people use AI in machines that can do tasks, but mostly I view it as kind of like a system where you can ask it questions and it'll produce a response to you, is more. Whenever I think about ai, that's where I go in my head.”
  + FG4P3: “Yeah, I agree with [FG4P2]. I think that's what I classically think of AI is the technology of asking questions and getting answers. But then I also appreciated [FG4P1]'s definition of that, it's process and product. So there's also these physical elements to AI as well. So different machine learning, physical products are also components of ai.”
* How would you describe your current level of knowledge of AI?
  + *(Follow-up question):* Could you share what you know about AI?
    - FG1P1: “Would say intermediate. I feel like everything I've learned about it, I've learned on my own by either using it or reading things online, but I've never received formal training in AI because it seems like just from my experience in the school of social work, it's not something that professors encourage you to use or learn about.”
    - FG1P2: “I think knowledge wise of AI and AI functioning systems, I have a great deal because one of my classes that I'm taking this summer for the first half to summer, we did a comparison between the difference how the human brain learns versus how artificial intelligence learns and we compared it and contrasted those different properties where the human will outperform it, where AI is catching up to the human brain and stuff like that. So I feel like I have a great deal of knowledge. Experience with AI is different. It's very lacking. I've used it, I know how to use it, but it's not my go-to source, although I know that's where we are heading type of thing. So I know a lot, but limited in experience.”
    - FG1P3: “Yeah, I think on the survey I said I was good, not great at ai. And I think when we talk about ai, a lot of people kind of focus on generative AI with chat GPT, but we really use AI every day. Like Google Maps uses artificial intelligence. We use Google Maps every day. Do I know how Google Maps works? No, I don't know the mechanics behind it, but I definitely interface with AI pretty frequently and I use it a lot for my therapy practice and documentation. I interact with chat GBT every day, and I've done some research with you, [Interviewer 2] as well with artificial intelligence. So it's definitely growing and developing, but I would say it's good, not great.”
    - FG2P2: “I would say, like I said, I wasn't aware of AI as much until I started my doctoral program, so I did my bachelor's and master's without ever the help of ai. I think I'm proud to say that I didn't know it existed, but also maybe it didn't actually exist during that time anyways. But my knowledge of AI is mostly a yes, like chat, GPT, and then even on Google now on my phone, if I search something it'll give me an AI overview. So I don't know what that's called, but that's pretty helpful. And in terms of my peers, I know at least in my cohort, everyone is, they know what AI is. I don't know if everyone uses it, but we met. about a month ago and we had a presentation on AI and a lot of people knew what they were talking about. And a lot of others like myself, we were very surprised that we could just put in an AI website, create an outline for this, and it was just amazing. I had never seen anything like that. And I know some of my peers were also amazed by it. So I think everyone had that knowledge, but to actually see it in action, there was quite a few of us that we have never seen anything like that.”
    - FG2P1: “I'm similar to [FG2P2] in that I think most of our AI knowledge is limited to chat GPT or searching the web through machine learning basically same thing, but that's just a very small knowledge because I do have a lot of STEM field people and who do a lot of data and knowledge to this stuff, their knowledge and my knowledge, it is just very, there's a big gap. So people in the social work, all of us are talking about chat GPT, but other than that, there isn't really much increased knowledge because technically we don't even use chat GPT anyways or we try not to use it much often. So there is really limited knowledge, I feel like.”
    - FG2P3: “Yeah, I also feel like when I hear my peers talking about it, it's about chat, GPT. I've heard lots of people who if they're stuck on their master's proposal or something, someone's like, oh, just ask chat GPT and they'll know. Yeah, I worked on a project that was a machine learning database, which isn't ai, but feels like if there's some sort of step ladder to artificial intelligence is certainly somewhere on that ladder. So I was doing more of the archeology side of it, but being exposed to that and sort of the interdisciplinary work of that, I feel like showed me things that I didn't know were possible originally. And yeah, I feel like I care a lot about the news cycle and being up to date on world events. So I also hear about AI that way, and I feel concerned and really curious about the ethics of AI and the ways that it values and undervalues work. So for example, I subscribed to a magazine called Jacobin, sort of like the socialist magazine, and they had a whole issue that was on AI that I found really clarifying. And then my professor or my mentor, my advisor, [name excluded for deidentification purposes], studies the ethics of AI and is a part of the committee at UA that's deciding AI policy. So we actually don't talk about it that much, but I feel sort of surrounded by in theory, someone that has thought a lot about ai. And so I've taken classes with her where she'll encourage us to use AI again, probably meaning chat, GPT, and then expressing and making clear that you use that in your work is sort of the way that I've seen her approach it. As opposed to some other professors that I've seen approach it that will say nothing, they'll make it really explicit in there. Do not use chat GPT I've seen in the past year since the explosion of chat GPT. But yeah, I would say that there's overall not a lot of peer-to-peer networks and learning about what AI is if it's beneficial. And I certainly feel like there's a big gap in my desire for talking about the ethics and repercussions of what AI is doing and changing. And it feels like my field isn't really grappling with that as sort of graduate students as a department.”
    - FG3P2: “I would say my knowledge is pretty limited, and I also think that's a choice because I feel like the guidelines on ethics and using it as a tool in research aren't clearly defined yet. So I'm very careful with my exposure to AI while that's developing. So limited.”
    - FG3P1: “For me, I'll be like, I'm more open to AI because I feel it's like another knowledge on its own to make yourself more productive. So I try as much as possible to learn about it and the way she said ethically. So that's the most important part of it. But I make sure if I have a task to do and I'll be like, I want to know about AI that is available to make this easier ethically based on my field. So I am always open to it so I have a bit more knowledge about it. Got it.”
    - FG3P3: “I think I am also more open to using ai, but it's also limited. But I feel like since AI has been around for a while now, I like reading up on about it too and knowing all the different kinds. So yeah, I guess I would just say my level of knowledge of AI is not limited, but I guess I kind of still know about it and the other types of AI too. Okay.”
    - FG4P3: “I would say I really don't know that much about ai, so I briefly have, it's come up in coursework of people talking about chat. GPT is really the main thing I think of when I think of ai. But beyond that and how it works, I think I have a pretty low level of understanding.”
    - FG4P2: “I would agree. I think that I don't know as much information about AI as there is to know. I don't know about the confidentiality within ai, and if you ask it a question, does it share it with the internet? Those types of things. So I have a very limited knowledge and understanding about what AI does and what it can do. Pretty basic on the type and the question, get the response. And I know that it can produce machines and those are ai, but it's very basic surface level knowledge that I have of ai.”
    - FG4P4: “I'll let [FG4P1] go ahead and because they've been here a lot longer than I have and then I'll go after… And then as for me, my knowledge of AI is very, very basic. As in I understand that it has been around for a lot longer than we think it has been just because it's been, or at least my understanding of it has been that it has been a part of technology for a long time and it's just now getting a face and it's now getting more refined and looking at it a little bit differently. So now we see it as ai. And with my use of it, it's only been when I go onto the websites that already have it installed. And I think I do use AI in Grammarly. It's one of those websites. So I use that to make my writing better just to catch little things that I cannot catch myself. But that would be it. So that's it. That's all I got.”
    - FG4P1: “Yeah, I would say that in terms of artificial intelligence as a field, my knowledge is very limited. But in terms of LLMs and natural language processing and the kind of chatbot revolution that we've seen in the past four years, that I would say is something that I know a lot about. I know a lot about generative ai, the way that we've kind of been using it colloquially in the past three or four years in terms of the actual history of AI and the way it interfaces with computers and why we have computers, I know pretty much nothing about.”
* When you think about the college students in your department or similar disciplines, how well do you think those students know (have knowledge of) AI in general?
  + FG1P1: “I think it's on a spectrum. I can just think about my cohort is there are some people who have been using it all along, and then there are some people who we didn't learn about it until your class, [name removed for deidentification purposes], when you were telling us chat GT is in our mind and to run things by chat GT or different AI sources to really enhance what we already have. And so I just think, again, as I mentioned before, I think just in academic spaces sometimes, especially maybe within our classes, that AI has a stigma to it. So people refrain from even going towards even using it or even trying to learn about it.”
  + FG1P2: “I would agree that it's a mix. I think a lot of the, I would say American native students, like those of us who've lived here, we've seen sometimes professors demonize it. And so we at the graduate level fear so much for academic performance that we won't use it, we won't touch it. It's bad. Even if it's something like proofreading a paper. Grammarly uses AI now. It's no longer just, and I think Grammarly has always been ai, but students will be so afraid of it that they don't touch it. But then I look in my cohort, the girl that came in with me, she's an international student and she uses chat GPT all the time, and it's not for anything nefarious. She really isn't. But sometimes we'll say something and instead of asking us exactly what's the purpose of that phrase or why are you doing that, she'll just chat GPT it. What does this mean? How is this being used? Or how can I use it? Can you help put into simpler terms what this paragraph may be saying? Or can you turn this into my native language? And it's stuff to enhance their ability to communicate, their abilities to do work here in the us. Things that otherwise they may not be able, it would take a lot of time for them to figure out how to put it using a different translator. So I think those students, I see them using it all the time, and I look at them, I'm like, why are you using Chad GPT? And they're like, oh, I really need to figure this out, and I'm just struggling. And so it's a resource for them. So you get the mix, you get the I know nothing and I'm avoiding it too. I'm using it all the time, but I'm not using it for it to complete my work, but to help me be able to complete my work and stuff like that.”
  + FG1P3: “Yeah, I would just say the question is about how well do we think students know about it? I think that question to me that also is how open is it in the university system to use it and how motivated are they going to be to use it in order to get to know it better? And I think in a university system at least what I've seen is across syllabuses, there's inconsistencies in terms of AI policies. Some will have 'em, some will not have 'em. So students are like others have talked about fearing it and about what impact this will have if I use ai. And so they're kind of timid to using it and less motivated.”
  + FG2P2: “I would say, like I said, I wasn't aware of AI as much until I started my doctoral program, so I did my bachelor's and master's without ever the help of ai. I think I'm proud to say that I didn't know it existed, but also maybe it didn't actually exist during that time anyways. But my knowledge of AI is mostly a yes, like chat, GPT, and then even on Google now on my phone, if I search something it'll give me an AI overview. So I don't know what that's called, but that's pretty helpful. And in terms of my peers, I know at least in my cohort, everyone is, they know what AI is. I don't know if everyone uses it, but we met. about a month ago and we had a presentation on AI and a lot of people knew what they were talking about. And a lot of others like myself, we were very surprised that we could just put in an AI website, create an outline for this, and it was just amazing. I had never seen anything like that. And I know some of my peers were also amazed by it. So I think everyone had that knowledge, but to actually see it in action, there was quite a few of us that we have never seen anything like that.”
  + FG2P1:“I'm similar to [FG2P2] in that I think most of our AI knowledge is limited to chat GPT or searching the web through machine learning basically same thing, but that's just a very small knowledge because I do have a lot of STEM field people and who do a lot of data and knowledge to this stuff, their knowledge and my knowledge, it is just very, there's a big gap. So people in the social work, all of us are talking about chat GPT, but other than that, there isn't really much increased knowledge because technically we don't even use chat GPT anyways or we try not to use it much often. So there is really limited knowledge, I feel like.”
  + FG2P3: “Yeah, I also feel like when I hear my peers talking about it, it's about chat, GPT. I've heard lots of people who if they're stuck on their master's proposal or something, someone's like, oh, just ask chat GPT and they'll know. Yeah, I worked on a project that was a machine learning database, which isn't ai, but feels like if there's some sort of step ladder to artificial intelligence is certainly somewhere on that ladder. So I was doing more of the archeology side of it, but being exposed to that and sort of the interdisciplinary work of that, I feel like showed me things that I didn't know were possible originally. And yeah, I feel like I care a lot about the news cycle and being up to date on world events. So I also hear about AI that way, and I feel concerned and really curious about the ethics of AI and the ways that it values and undervalues work. So for example, I subscribed to a magazine called Jacobin, sort of like the socialist magazine, and they had a whole issue that was on AI that I found really clarifying. And then my professor or my mentor, my advisor, Dr. Katie Chu, studies the ethics of AI and is a part of the committee at UA that's deciding AI policy. So we actually don't talk about it that much, but I feel sort of surrounded by in theory, someone that has thought a lot about ai. And so I've taken classes with her where she'll encourage us to use AI again, probably meaning chat, GPT, and then expressing and making clear that you use that in your work is sort of the way that I've seen her approach it. As opposed to some other professors that I've seen approach it that will say nothing, they'll make it really explicit in there. Do not use chat GPT I've seen in the past year since the explosion of chat GPT. But yeah, I would say that there's overall not a lot of peer-to-peer networks and learning about what AI is if it's beneficial. And I certainly feel like there's a big gap in my desire for talking about the ethics and repercussions of what AI is doing and changing. And it feels like my field isn't really grappling with that as sort of graduate students as a department.”
  + FG3P3: “I think the students in my cohort and just students in, I guess the department of social work, just in general, they all know of AI and obviously it's open to anyone and anyone can use it, but I feel like if you're going to use it, you have to use it for the right purposes because people use it and they use it for wrong reasons of using ai. And I feel like there's a limit of what you can use with it and what you can't use with it.”
  + FG3P1: “Yeah, I would like to say what other things about ai to me, I can be like, there are two thoughts to it in the sense that some says it as that's going to fix my assignment and why. Some says it, it's like an assistant for me to get through how it's going to go. So I see when I discuss about it with say colleagues and fellow students, I see the way she said they use it ethically, why some, it's even reduce their skills probably of reading, of researching, of knowing more about it. So they are two perception to it. Common about my colleagues, some music. Well, why some don't. Yeah, thank you.”
  + FG3P2: “I think we have probably a range of knowledge in my department. We had an AI seminar actually last semester that was kind of helpful and we went over different types, which was new and wonderful that they were providing that to us. I think that some students, I think it's coming down to personal preference and kind of what I was saying previously, we're all just waiting for official guidelines and no one wants to dampen the academic rigor of the program or our studies. So we're all careful, but I feel like there are some people that are learning how to use it in different ways, but they might not be as open about it while we are still figuring out, I think probably as a department program or just the field in general, how to use it.”
  + FG4P2: “I would say that in my department it's kind of the same. We all have a surface level understanding of AI and what it can be used for. I still think that there's a fear around using AI specifically for papers and other things like that, that we are like, let's not. But I think that comes with our surface level knowledge that we have about what AI is and how it can be integrated into education. So I think most of the students in my cohort were very basic on the level of understanding. I”
  + FG4P3: “Agree with that. I think that's very similar to the community of students I'm within, that we have this kind of basic understanding of ai. And I think [FG4P2] said before of she didn't know the confidentiality questions of AI and things like that. And I think that's something that I don't think people within my cohort think about maybe know, but kind of that basic, ask a question, you'll get an answer or put in this and it can help you write it better, get feedback on grammar and those things they would know.”
  + FG4P1: “I would agree that it's not necessarily well understood and that it also takes on almost larger than life kind of idea. A lot of people know of it, but it seems very, very unapproachable and unaccessible and it feels like you're either in or you're out. And if you're out, there's no way to kind of get in. And so I feel like that impacts the amount of knowledge that my peers and my department feel like they feel like they're not in the ingroup.”
  + FG4P4: “Yeah. I'd like to echo [FG4P2]. There seems to be a lot of fear, at least in the people that I've been around surrounding ai. I will say that with some of the conversations that I've had, it is more used than people lead on. I think it's more so people will use ai, just not be so verbose about it or not really let other people know about it.”

**Topic 2: Participants’ attitudes toward AI**

* What is your attitude toward AI?
* *(Follow up questions)*: Positive or negative attitude toward AI in work productivity, job displacement, and ethical issues, or even mixed feelings about its overall impact on our society and individual lives.
  + FG1P1: “I feel like for the most part, I have a positive attitude towards it. And when I'm thinking of ai, similar to what [FG1P3] said, I'm thinking of generative text because I mean, even though like he said, AI is everywhere, I feel like when I think of ai, just really think of the generative text and using that on a regular basis. And I feel like I have a mixed attitude. I felt like previously I was like, oh, everybody should use this to enhance their ideas or to better structure their thoughts or to improve their writing. But I felt like I had an encounter with a professor sort of similar to what [FG1P2] was saying about Grammarly, because I really rely on Grammarly sometimes to help me in my writing. And they were saying, oh, Grammarly is considered ai. You shouldn't use Grammarly on your, for instance, comprehensive exams. And it's just like, oh, maybe I should just avoid this all together. And there's so many consequences. It seems like from using Jennifer text, even if, and it's not concrete, like [FG1P3] said, it's no concrete outline on how you should use it. So it seems like even if you use it to paraphrase one word, people are constantly checking your word to see if you're using generational checks and you're like, well, I don't want to fail because I use AI just to correct a sentence or something. So I feel like I just have mixed feelings about it. Does that make sense?... I don't even know if it goes back to ethical issues because I feel like people will say it's an ethical issue, but if you're using it literally to just, I mean, maybe it is an ethical issue if you're just using it to fix your sentence so it can be clearer. I don't think that's an ethical issue. I think it becomes an ethical issue when I'm using AI to write my entire paper, which I don't know who's using AI to write their entire paper. I'm pretty sure there's somebody out there who does. But I mean, it's not me… Go ahead… No, no, no, go ahead. I was going to say it's just like, I don't know, it's just walking on a straight path, but you just don't know where you're going with using it. I think it's just contingent upon who the person is that's grading your work or the person who's reviewing your work that you just want to make sure that you're abiding by their guidelines… Can You say something back? Yeah. I feel like what [FG1P2] said is another good point. Somebody using it to write their work emails. And then I was just on Facebook a couple of days ago and people were like, oh, I'm on the verge of losing my job to AI because they realize they no longer need me to do this simple task. AI could now do it. And it's just like, I don't think AI can take the place of a human being. We still need the interactions of a human being, even though AI can correct your sentences. I feel like when we create sentences on our own, it just shows our humanity if you miss a comma or something and it just shows your humanity and AI just cannot replace humans even in the most simplest task.”
  + FG1P2: “I think I'm definitely with trail in the mix. I think it can be a great resource. I think it can be something we can use, but I think it has to be the resource. And what I see people use AI a lot, and going off of what he said, I don't think there's a person who's using it to write their paper. It happens a lot more than people realize. I was in the library studying for a final and someone's like, so I just put chat GPT on writing my final paper for my class, and it's the same person. And I've seen him do it multiple times when I'm in the library and I'm sitting here and I'm like, when is he going to get caught? And so when I see students who are using it to write their papers or people who are using it, for example, I knew someone who used chat GPT to write their work emails, and that's their sole job is to send out emails to recruit people for their company. And I'm like, that is your whole job, but you're resourcing that out to chat GPT. And then it's like this is something you're doing to give yourself more time to do other things. Like what's the purpose of having AI do your own work for you? And so I think the negative side is when people use it to replace things that they otherwise could have done on their own, but they're just too lazy to do it on their own. But then when you get people who I think it's positive to say, okay, I'm searching for something, I'm not finding it, maybe chat GPT can help me find it or maybe chat GPT can help me rephrase the sense that no matter how many times I write it, every single person's confused by it and communicate the things that I need to communicate. I think it's just like, are you using it as a resource or are you using it to do the things you otherwise could do, but just don't feel like doing it? And that's where the mix things, and then we always demonize it in education, so then we're like, it's negative.
  + FG1P3: “Yeah, I'm also with [FG1P1] and [FG1P2] that it's mixed. A word out with throw out there is inevitable. It's inevitable that we're going to have to use AI at least in social work. I know. I think it's going to become a part of the practice and we're going to be left behind if we don't. So I feel like it is necessary and inevitable. Some of the things that concern me is I think that because companies are so competitive over becoming the next great AI product, they're rolling it out really quickly without truly testing it. And that's been done with therapeutic chatbots for eating disorders that are really harmful to people with eating disorders that I'm kind of worried about because the marketplace is so competitive. And also I think it's a little bit overhyped. I think companies are purporting AI as revolutionary where it's pretty helpful in practice in research and stuff like that, but it's not truly revolutionary yet, but they're purporting it is. So that kind of bothers me as well. And then lastly, it takes an enormous amount of energy and money to develop ai. The energy that AI uses generative AI uses is massive, and it takes billions and billions of dollars. And I just wonder sometimes whether it's worth, it is all worth it to develop that kind of energy and put that kind of money into things when we could be putting it into other things that are more equitable towards humans. I don't know… So one thing is the energy thing. It takes an enormous amount of energy, which has repercussions for the environment. And the other thing is that if companies are devoting all this attention towards ai, they're taking those funds that they're using for AI and not developing other things in particular. Maybe some non-for-profit companies that have some sort of public good that they're trying to create. More funds are being channeled through AI because it's the new great thing. And some other parts perhaps could be defunded because of that. So”
  + FG2P1: “I would say positive side would be better to explain because I guess even for my work, I would use chat GBT per se to kind of draft my initial thoughts or to gather some data that I initially searched in Google. And we previously said we had to go through all the links to look at all the related information. But with chat GBT, they give you in a more summarized format, and nowadays it's more developed. So if you ask them to give them a reference, then it gives you the reference. Of course you have to go back and check it yourself just in case. But it has made my productivity way more better and I became less stressful I would say in starting something because some kind of starting point. And of course with that ethic it would say, is it really my work? But I didn't rely on that, just I kind of used that just as a starting point and developed it myself later on. So in terms of that, I think it really does increase productivity and with job displacement, with every technology advancement, there's always some jobs that's just not, I would say needed anymore. But new jobs also become available, I guess now I would say nowadays people who majored in computer science would be in a more better position than before. So I think that's just the way of life in terms of every technology, this advancement in this generation. And also humans are, I would say the rulers of technology now, even now because we are the person to put on and off that ai, whatever, even if we're using robots, we could just turn it off if it's not working well. So as long as the person that's using it is in goodwill, then I would say AI would be used in goodwill as well.”
  + FG2P3: “I think I feel a little bit more pessimistic. I think to start off with, as long as humans can turn it off, we're in good shape. I feel like there is some truth to that. I don't fear the dystopian robots taking over the world that is sometimes painted, but I do fear the erosion of peaceful options and alternatives. I think that if everyone is adopting ai, it's really hard to not adopt AI if there's this huge emphasis on productivity and doing the most that you're able to do. And yeah, I'm sort of interested in technology generally, how to sort of have a relationship with technology that feels like chosen and useful and makes technology in its rightful place. I think some good examples that aren't AI is it's hard to have some social circles if you don't have social media, for example. And social media is something that we have the power to turn on and off, but also really fundamentally is rewiring our brain and is changing how we relate to others and is changing our attention span. And I think that AI has the potential to do similar things and probably is already doing similar things to our creativity, our sense of self, our reliance on our own intuition. And this focus on hyper productivity is just something that I don't really want to participate in, but it's hard to not participate in. And especially when Chachi PT is this option that everyone is doing, it sort of changes the expectations of what everyone's doing. So it's hard to opt out if everyone else is opting in is definitely one thing that I feel. I also feel on the language front, if it's being trained on things that feel like racist or sexist or not justice oriented, it's like I don't really know the implications of that, but just could see AI not necessarily producing harms, but just reproducing the things that it's been trained on feels like something that I feel aware of. And I also have seen people that really either from Neurodivergence or something else, struggle with some daily tasks and have seen AI really helped them in their daily tasks. So want to create room and avenues that where AI is doing something really cool and beneficial to still allow that to happen. Yeah, I have seen it work really well and that's really cool, but just feel sad about the ways that it sort of erodes the possibility to opt out of that.”
  + FG2P2: “I would say, I mean I kind of echoing what everyone's shared already, I'm more on the mixed feelings, primarily positive. I think it's all about how you're using it. I see it more as a potential assistant, but like [FG2P1] said, I think she worded it perfectly if the person who's using it has good intentions than the results of AI will be used with good intentions. So if it's being used as a helper, great. My concern there would be when it's not being used, that it's being used as the main source of information, like a human is just using it and regurgitating the information, claiming it as their own, that's problematic. And then also I guess some concerns about AI is still gathering information from the internet and the internet isn't always reliable, so you do have to fact check, but if people don't know that, then it's very easy for them to believe everything chat, GPT says. So I feel like it's very important to spread awareness that this is a great tool and it can also be faulty and incorrect and spread harmful or incorrect information, so use it wisely. So that would be my biggest concerns would be that it now becomes a source of incorrect information, maybe even opinionated if that's how it's being built to have even certain perspectives that could be harmful. So yeah, I'm somewhere in the middle.”
  + FG3P1: “For me, I'll be like, I have a mixed feeling about it, but firstly my feeling more is more of the positive aspect. I feel like AI makes me more innovative and more like an assistance for me. If without ai, probably some tax not actually alter tax, some tax if I meant to spend five days on it. So I can probably reduce it to three days where I can use it for other things. So I feel when used right or ethically or how would I put it creatively in a creative way, innovative way, then it is actually the best. So my negative part of it is that when I probably review a work or review an effort done by ai, and it's so obvious that design AI work, so I'll be like it's encouraging ness or kind of not putting effort or trying to probably reduce the level of, lemme say commitment or resilience you are meant to go through in achieving a tax. So sometimes, so it comes mixed feeling for me.”
  + FG3P2: “I would say the word hesitant would be a good sum, but I'm also, my current stance, I kind of have different views in the sense of personal versus professional. So I've seen that AI can be used to generate workouts specific for your individual factors and I think that people, I don't know how successful that's been, but I think in a personal life I'm all for it and I feel very positive that you can make life easier in all these ways or these new coming ways hopefully. And then professional, I'm a little bit more hesitant. It's crossed my mind about the job insecurity if this is a possibility and I am hoping to stay on the academic track. So I hope that people will always want to be taught by a person, so that won't be a concern. But yeah, I think personal, yes, there's a lot of positives we can improve our lives. And then in my professional life I think that I still see AI as an assistant in a limited role that can make life easier but should not be contributing to projects and which I don't know if we can expand further or not, but yeah.”
  + FG3P3: “I guess I have mixed feelings about it too. Like Lindsay said, for personal uses I guess I think it's okay for personal uses, I like using it to ask recipes. If I have ingredients in my fridge, I'm like, I dunno what to make with this and it'll just come up with anything for professional uses. There are students who have used it, but some take it a little too far. I have asked it questions and it has made me more knowledgeable. It makes me want to do more research on the things I ask it to because the way I ask it to tell me things, I put it in a form of question, not to actually give me a whole paragraph back. I like it to where it gives me a list and it ends up giving me ideas of what I can use that for and end up researching with that. And so I like that factor professionally, but there are those who will ask it something and then just straight away take from it when I don't think AI is used for that purpose.”
  + FG4P2: “I would say I'm kind of in the middle about ai. I think that there are so many things that it could be beneficial for, specifically for me, sometimes I write sentences that make sense in my head, but not to other people. And so it's very beneficial to be told, Hey, the general population would not understand this. However, I do have some concerns about people utilizing it in negative manners. And I also know that there are, I've heard of people using it to write their case notes, and that to me just seems icky. And that brings up a lot of ethical issues that I do have a question about of where is the confidentiality, if you do use ai, is it shared, is it saved? All of those types of things. And so I get concerned about people using it in our spaces, especially when it comes to our clients in our future jobs, because those people are the people we must protect. And so that's where my biggest issue comes in with using AI is where I draw the line, kind of using it with clients because I can use it in educational materials to reword sentences, but for the most part, and I think that's very beneficial. But I also think that there's a negative line that I have to draw on my ethics that I will not use it with clients because I don't understand the in depth saving and all of the other things with AI generally. So”
  + FG4P4: “Yeah, I can go. So with my attitude towards ai, I am terrified. I'm scared of technology, honestly, I will say that. So I have pretty I've, I've tried to just do things myself in a way just of go to books or Google things if I need to instead of going to AI to find the answers. I also want to echo again, [FG4P2]. Yes, exactly. With the ethical issues of maybe not using it in clinical work. I have heard that others have tried it, and I personally just don't see why, because I mean, especially in a training program, in a training setting, at least in my opinion, I just feel like people, if they use AI to complete their work and to complete assignments and such, I just feel like they're cutting themselves off of learning opportunities. So that's my attitude towards that with ai. And then for more so and research-wise, I do use it there to check my, what's it called, my grammars, my little mistakes here and there that I otherwise would not have caught even when I reread my things twice over. So yes, scared of ai, but I do use it in more smaller ways. To me,”
  + FG4P1: “So much has already been covered. One of the kind of negatives and kind of my main driving negative attitude towards it is a lot to do with the climate impact. The amount of water that it takes to pool these supercomputers that are running their servers and their entrances nonstop is so incredibly excessive. And that's something that fear that [FG4P4] brought up that just fear strikes me to my core constantly. And when I think about positives, the one that I don't see here and that I haven't brought up is I think a lot about accessibility and accommodation. So my research is with autism, and I'm autistic and I nanny autistic kids. And so I've seen a lot of really incredible things that can come from having access to, I think maybe [FG4P2] or [FG4P3] referred to it earlier as having all of the information in the world organized in a really, really accessible way. And I love that people who maybe are not necessarily very tech savvy can reap the benefits of the internet when they're assisted by AI as we're talking about it right now. And again, I would say that the main fear is that overuse on it and the way it's kind of shifting the climate goalposts.”
  + FG4P2: “Yeah, I think I would just echo everything everybody else said. I think there's a lot of positives, but I think I'm also afraid of the unknown of it. There is so much that I think people don't consider, and I frankly didn't know that much about the climate impact of AI and these supercomputers. And so that's something that now I know, and I'm increasing my fear even more using these things. And so I think I would say I'm mixed, but more leaning towards negative just because we don't know enough and then people are using it in a way that then is harmful. So thinking about we're in a training program and if people are using it to write their case notes and then they never know how to write a case note because this was the time to learn and get feedback. And so I think right now, I think we need to know a lot more and have some more concrete boundaries in education settings around it. I think really in our department, we were just told not to use it after people already had, but there were no boundaries set in place at first, so then there's no consequences for having used it.”

**Topic 3: Participants’ lived experiences in utilizing & learning about AI**

* How helpful do you find AI in your personal life?
  + *(Follow-up question)* Could you share with us some examples?
    - FG1P1: “And again, I keep saying I'm thinking of AI just as far as generative text, but I don't think I really use it in my personal life. I can't think of, I don't know, maybe school just takes up so much of my life that it's like, oh, what is my personal life? But yeah, I don't think in my free time I'm like, oh, let me ask Jet GBT for something. Well, actually, I can't say that. I feel like I did look up one time on Google on how to outfit together like a trendy outfit. And I saw where someone said there was the AI app that will take a picture of what you're wearing. It'll tell you whether or not it goes together, but I couldn't find that. And it was something that you had to pay for. So if it was free, it might've been helpful, but because I had to pay for it, I just didn't use it.”
    - FG1P2: “I've been forced to use it against my will in my personal life, and I don't know if you guys are on Instagram, but Instagram or Facebook, it's like they kind of just shoved it into your life and you can't get rid of it. We're never given ass if you wanted ai. And so there'll be times where I'm looking up a recipe on Instagram because I could probably Google that, but where's the fun on that? You get a video with Insta, and I was using it and AI's like, here's this random recipe I pulled for you. And I'm like, I don't want your input on my recipe. I want a video that I saw three days ago that I'm trying to Google it, so then you're telling it I don't need your help. And then it's like, but I'm here to help you if you want… I'm like, I don't want your help. I want the video. So I've been kind of forced to use it and by companies who, like [FG1P3] said, is rolling it out before it's ready and you don't have the option. You don't have another option. It should just, it's there and it's going to give you this information whether you want it or not. And so for me, I think in my personal life I've used it. I'm not a fan of it because it is taken a place of something else that I wanted. Now, if I had a different experience where I had the option to choose it, I may have a different feeling, but I don't think it was nearly as helpful as it could have been.”
    - FG1P3: “I use ai. I mean, like [FG1P2] said, it's kind of thrown at you. I mean, every time you get a recommendation on Netflix or Amazon AI and use. So I use that every day. And then on top of that, I find it to be better than some search engines. I use it over Google. Sometimes I feel like it makes it more of a clear answer. And then recently, this is kind of funny, it was my wife's birthday and I created a rap song for her using AI for her birthday and wrote it in a card and everyone thought it was funny and good, so they did a good job creating a rap song. But”
    - FG2P3: **“**I live with someone currently who always asks chat GPT for recipe ideas with random things that we have in abundance of. And so I'm always sort of surprised by really uncommon ingredients that get meshed together that taste really good. So yeah, I feel like I'm not using chat GPT on my daily life, but I do have people near me that are”
    - FG2P1: “Yeah, I agree. I guess now people use chat GT instead of let's just Google it so people are like, let's just use chat gt. So that is how people, but me personally, I don't think I use it as much because I feel like chat between Google is just the same thing, but it's a more concise format and I like fact checking myself. So maybe that's why.”
    - FG2P2: “In my personal life I don't go out of my way to use ai. It's more unintentional. I'll Google something and then I have the AI overview and I'll always read through that the first thing that pops up. So I'll read through it and then yes, I might still go check out some links or something, but overall, that's such a quick way for me to get an answer to a question, but it's not something I chose. It just appeared one day, so I didn't turn on that feature. I don't even know if there's something you can turn it off with, but I don't go out of my way to use it. It's just it's unintentionally been placed in my personal life and I'm not too mad about it because useful. But it is a little weird how it's there now, so I might as well use it.”
    - FG3P1: “I can go with that. The way I said initially, one, just need to be creative about it and know how to use it. So in terms of my personal life, I remember when I was back in my country in Nigeria, then when I go to work sometimes do have issues with my wife, then I would like to be somehow romantic and probably send a text and be like, I apologize, I'm sorry, but I have problems sitting down and start crafting messages or stuff like that. And I'll be like, yeah, I have issue blah blah and I need something and it's going to give me a draft, then I'm going to do the draft and make it more personal to sound like what actually happens between in my family and I'm going to send it. Recently my wife even saved some of those texts like, wow, you sent me this some years ago. And it's like it's making my love life good and my family good. So I feel there are many other things that I can also use it for personally. So I find it helpful. Some cases though, if I'm having an issue it cannot I and my wife then. So that part of it. So I just find it. There are some I just like, yeah, so it's helpful in some ways. Yeah… Please don't tell my wife. Oh”.
    - FG3P3: “I've used AI in my personal life, I guess I've used it in ways to meal prep. It gives me options of what I could meal prep throughout the week. I kind of just tell it this is what I have and I want a meal prep with this and I wanted to do it for this amount of days and it gives me recipe, which I actually love and if I have questions about a recipe in it, I can just ask it and it could give me a substitute for something too that if I have something and it's something else, I'm like, what is a substitute for this? I've also used it for artistic purposes for my friends and I, we decided to do something and I had asked it, I was like, what can we make with this, this and this? And it had given me options of what we could do. And it was like doing stuff because I had the bendy straws and canvases and paint and I'm like, what can we do with this? What can we make with it? And it gave me options and I was very shocked by it, so I liked it.”
    - FG3P2: “I love the idea of meal prepping. I didn't even think about that giving it what I have in my fridge, so that's cool. I might look into that. I don't have much experience with AI in my personal life besides seeing the stuff on TikTok about the generated workouts and just meal plans and I'm very interested in that. I think it's new, so I'm waiting to see if people can give testimonials about working, which is sad for people that make a living off of that, but it's very expensive to have a generated specific to you plan. So I'm TBD on that. I'm still seeing what's happening and I'm very interested in implementing it in my life.”
    - FG4P2: “I can go if anybody, if nobody else wants to go. I don't use AI in my personal life, actually a lot. I think the only time that it's used is whenever it's kind of forced upon me. If I'm on Instagram, they just put on this new meta AI thing and it's kind of irritating, but I don't typically use it in my personal life. There's just not a need for it. I'm a very social person and I prefer to talk to people face to face, and so I don't utilize it in my personal life at all.”
    - FG4P3: “Yeah, I'm similar. It's forced upon me now when I Google things, sometimes a box will come up that's AI generated responses, and so sometimes I'll look at those, but a lot of times, like [FG4P2] said, it's kind of irritating or annoying. A lot of times I skip over those because I'm like, I'm fearful and untrusting of AI because I also have heard stories of AI has, this was in the context of research, but somebody was like, they will generate fake citations. So then I'm like, I don't know if this is information I can trust anyway. And so I'll usually skip over it. The one thing I will say I have used it for was what [FG4P4] was talking about before is Grammarly having checking for commas and spelling things. So I find it helpful there.”
    - FG4P1: “I was definitely an early adopter, and I would say I use it more days than not. It's how I structure my workout routine. That's something that it kind of decides for me. I tell it about my pain levels. I use custom chat bots, so I have bots that know pretty much all of my basic demographic information, but also have an understanding about my communicative disorder. And so are scheduled to basically prompt me and make sure that I'm getting basic things like food groups and taking my medicines on time and stuff like that. So things like meal planning, workout routines, and mostly decoding social messages actually. So if I get a message from my mom and I can't really figure out when I'm supposed to respond or if someone's mad or if something's wrong, I give that message to the AI that I have personalized to me and ask it for a bit of social feedback or some ideas on how I can respond.”
    - FG4P4: “Well, I will say that I don't use AI in my personal life, like [FG4P2] and [FG4P3] have said. If it's on let's say Instagram, Facebook, Snapchat, I will actually exit the app at that point. If it's getting in my way at that point, it's just not even that important for me to be on the app, I say. So I try to basically avoid AI at this point. Yes, I've seen the Google one, so I will use that here and there. It does combine the information very nicely and puts it together, but then I will find myself going and going to the other websites to double check that that's actually true. So I do still feel, I feel like AI isn't all the way there yet to be able to be as 100% trustworthy as I want it to be. And then I've seen, just personally scrolling through TikTok, I'll see AI generated music videos or AI generated songs from these popular artists that they've never sung themselves. So then I start seeing that and my head just starts thinking of all the ways of, oh man, now you can't really trust any video or any sound you see or hear because it could be AI generated. So now I'm thinking, can we believe anything? So that's been my personal life there.”
* How helpful do you find AI in your academic life?
  + *(Follow-up question)* Could you share with us some examples?
    - FG1P1: “I've used it to, I guess give me feedback on my ideas. For instance, I'm writing a manuscript now, and one of the things was implications for urban social work, and I had read some articles on what urban social work was. I just wrote my recommendations and then I put it into and asked for some feedback on that and it was helpful in giving me the feedback and gave me some strategies for improving it. So I found this to really be helpful, but again, I try not to fully rely on it because again, I know it's fallible. I've seen it give people errors or wrong facts. I just try to fact check it with Google Gemini because I think Google Gemini sometimes a little bit better than chat GPT. And similar to [FG1P2], I do use Grammarly to edit my work. So yeah, it's helpful… Yeah, I actually used it for a class when I was trying to come up with a topic for a paper. I think it was educational attainable on mental health among black males. And the citations that were coming up when I was searching them on Google, they weren't coming up at all. That meant I kept telling chat GPT, like, oh, these are not real citations. And it was like, oh, sorry, this is the correct citation. Then I would look it up and it was still wrong and I just got frustrated and got off. But I did find that some of the language that they use, the search terms, it can help you find articles, but I just do not rely on their citations whatsoever. And then sometimes I don't even rely on it to things for me because sometimes gives you the wrong facts.”
    - FG1P2: “As long as the faculty member who's in charge of the class does not have an issue with me using Grammarly, because I always have to check, even if they say they're against ai, I'll be like, is Grammarly for proofreading? If they say yes, I use it for proofreading. I think it's the most helpful thing in the world because I'm known for missing a comma. It's not really major things. It's just like comma, you miss this comma here, or you're using a passive verb or the verb tenses are out. It's like stuff like that is what I find a lot in my writing more than major sentence changes. But that is super helpful. When I'm looking at a document, I have an hour to submit it Using AI to help proofread a paper and make sure it is sent to the professor clean. But I do it with the caveat that I have the permission from the faculty member and they know that I'm using it. I wouldn't use it without permission, given some people's feelings. If they're anti ai, then I'm not touching it. I will gladly sit there and read the paper to myself the way you're supposed to and your way we've been trained to do. But it can be very helpful when writing and proofreading that type of stuff, or even doing literature searches, sometimes it can pull a lot of information when I need a lot of information, I need it in a short time… It was not an academic, but it was professional. But they were kind of tied together because I worked in academia. But a couple years ago it was not helpful, but it was kind of funny. It was one of our assistant deans at the institution I used to work at. She and I were messing around with AI and she was like, what's a topic that you use regularly? And I was like, I don't know. We just talked about Down syndrome the other day and we did a quick search of Down syndrome and half the facts was misconstrued or misrepresented. And at that point I'm like, this is not helpful. This is not going to help anyone. And if people are using this, because she was the dean of academic misconduct, so she was testing it out just to see do I agree with it, do I not? They're trying to form a policy and it was one of those things we were laughing at it, it was just really bad and at that point was not helpful. I wouldn't recommend using that information if someone grabbed that and wrote about it At that point, I think it was making up information, but I haven't used it recently in a capacity like that for me to say it's still doing that, but it can and it will misconstrue facts and present it. This is information about this disorder. And you're like, wait a minute. That's going against everything we know to be true in science and from research. And so it is being mindful that if you find information to fact check it, to make sure it's aligning, another source is saying that, or you can find the source where they're getting that information. And it's unhelpful when it does provide you false information because you're like, I'm using this, but it's not helpful and I can't use it. Not real. So”
    - FG1P3:” Yeah, I use AI often in academic work. I mean, I use it for me, I use it for every article I read. I ask for it to summarize the article, I interact with it. I feel like it's more active learning. I'll ask follow-up questions. I find that really helpful in addition to reading the article. But I do find it helpful. It does break it down, and I often ask for it to break things down in layman's terms and to use analogies and metaphors that I can relate to. So I find it helpful in that regard. I've also most recently used it in my first academic paper and the class actually did not have an AI policy, so I just was very transparent about how I used it. And I feel like it's very helpful in scanning documents. So if there's a really long article I have to read, I'll ask it to highlight passages that are relevant to a certain research question for something like that. And then I most recently used it for determine if there's scoping reviews out there. Google, I used a chat GBT consensus, and I thought that was, and it almost did a better job than using a database. I feel like even though I can't use that in publication, I felt like it gave us a good landscape of what's out there… Yeah, I can speak to this and this kind of relates to that next question as well with professional life, because I do use it for my documentation. I'm a tele therapist, so I document on a couple of different platforms. And so it definitely hallucinates, it'll definitely make stuff up about the client if there's gaps and we'll assume stuff and we'll get things wrong. Another thing is when it provides treatment recommendations, it really likes to assign a lot of homework and it really likes clients to journal and it really likes to quantify everything. So in terms of using techniques, it wants to use it every day or a few times a week or whatever the case is. And I never recommended that and I don't recommend clients to journal about everything, so I felt like it was just kind of making stuff up. But I do still use it. I just check the notes afterwards and delete and revise, but it's very helpful. So”
    - FG2P2: “I can follow with that. Definitely in my academic life, then it's more intentional that I'll use it. And I primarily use it to help me summarize my writing because I tend to overwrite and be too verbose, so it really helps to summarize it for me and then I'll still paraphrase or make my own changes. So that's the primary reason I use or way I use it. And then recently I did use it as a way to help me brainstorm some ideas, but yeah, that's just primarily just to summarize and maybe brainstorm.”
    - FG2P3: “I use iNaturalist a lot, which is an AI I app that's been around for, it feels like at least half a decade, maybe longer, that helps identify plants through a machine learning model of photographs of plants. So I use that a lot and have used that a lot. I took one coding class and was really stuck on a problem and was talking to a friend and they said, just put it into AI and I put it into AI and it gave me the code that I was struggling to write. So those are some two positive examples of AI in my academic life.”
    - FG2P1: “For me. Like I said before, I've used it to also summarize and brainstorm, and same thing with my professional, since I'm on the job market right now, I used it to kind of draft out my cover letter and stuff like that.”
    - FG3P3: “I've used it for academic purposes before and I had a really great time using it. Like I said before, I guess in one of my classes she had given us, my professor had given us an outline and we were supposed to write a paper from that outline, but we had also picked a topic of we had to do cities of where we were from and talk about our city. And so where I'm from, there weren't that many resources available. In one of the outline, it asked to talk about resources in the area, but I didn't know of any. So I actually asked AI, what are resources in this area that are beneficial to this and that? And it gave me a lot of ideas. Instead of telling me these are the resources, it gave me the ideas of these are organizations in the town, these are governmental organizations that are nonprofit organizations. And then it made me go research those organizations and then I got to know more about it instead of learning it straight from ai.”
    - FG3P1: “For me, I can say for my academic life, it's my body in the sense that like I said, there are some taxes that I feel this is going to assist me on it. Before ai, for instance, lemme give you an instance of, lemme say in 2016. Yeah, I was doing my dissertation, my undergrad thesis, and I was trying to rewrite, I was trying to put my references in a referencing style and I remember many times I made mistake on that. And even before AI too, probably I'll have to sit down, make grammatical corrections or some things that might lift, but it takes more time for me. But after writing, after writing probably something that I want to probably submit or something that I want to write on or something, I can literally put it on air and be like, please do the grammatical error here and make it more and it's going to clean it up. But that doesn't mean that's my final, but it's going to save me the stress of seeing a lot of errors there. And another example is I can give you before, before I use grammar, grammarly and Grammarly, you have to take the word one after the other, one after the other. But now you have charge GBT when you put it there. Correct. And it brings everything out. Then you can copy it. You can like, okay, if here I like it. I don't like it here, I like it, I don't like it. So it assist me a lot when it comes to stuff like that. I remember if I have references now, I don't even start formatting, I'll just copy it, please put everything a p re, if it's a hundred, it's going to do it at once. Then I just copy confirm if it's actually in the latest referencing style. It's made it much more easier the time that I'm going to use on references. I can use it for other things that makes me productive or even sleep. I like sleeping. So stuff like that. So it it's really a booty. Yeah… You.”
    - FG3P2: “I feel like this question, the next one are really intertwined for me being that academia is my professional life and I haven't been in classes the last year, it's been a year since I've taught as well. I would say that AI is really helpful as an assistant. So making tables when you are doing a research study they can take forever to have them in the right format. I think that's so useful for it to do that. It's not really doing the thinking for me, but it's taking time off my mental tasks in general to make a table real quick. That's helpful. The citations and stuff like that and grammar, that's wonderful. I think that's helpful for academia, which is my professional life as well. I feel like it can be so helpful with the tasks that you could hire someone to do. I feel like that's perfect for AI versus what I have been hired to do is to do the thinking. And so that is where I'm careful. A fun example of how I've used AI in my professional life is I was trying to come up with names for my research lab and so I was putting it in Chad, GBT and I was like, you have all those acronyms. And I was like, make an acronym that talks about something like this using these letters and it gave me options that were really fun that probably would've taken me hours to think about. So that was cool… So I have two options that I'm waiting to see how the longevity of them over the last year before I move the next year before I move into my career. But I do leadership work, so I'm either going to do leaders or just lead until I have two options.”
    - FG4P3: “I think it is helpful for grammar tracking and reading over things. I think, again, it could be more helpful. I think if I had more trust in it, maybe I would find it more helpful of like, oh, it could help me find this research article or find an article to back this idea that I know is backed in science. But I also could imagine that it could be helpful if you're in a stats class and you're like, oh, I really don't understand this concept. Can you explain it to me in another way? But I just think I haven't had the experience of using it that way.”
    - FG4P2: “I use it in my academic life, like I mentioned earlier, to reword a lot of stuff, I struggle with trying to get my message across whenever I'm typing something out. And so I use it to assist me in rewording things to make me sound not more professional, but just to make, I guess you could say that to make me sound a little more professional because sometimes it sounds like I'm country bumpkin out in the back streets and I just need a little bit of assistance to help me out, to make me sound just a little bit more professional than I generally sound whenever I'm typing something out. But it also is helpful for me to learn how to reword stuff myself. And so I would like to point that out too. Whenever I do reword something, I take that a lot into consideration and then I figure out how I can reword it myself in the future. And so that's how I use it is to try to better educate myself on how to sound a little more professional in my writing and to get my message across when I need it to be a little more clear.”
    - FG4P1: “Unsurprisingly, AI is embedded in most of my academic processes, although I use it a lot more for reading than writing all the time. If I'm midway through an article and I don't understand what's going on, I take the paragraph and I load it into an LLM and ask it for maybe a summary or I ask it specific questions. I use it a lot for document management. I suddenly needed to rename a ton of documents because a professor had a really specific naming convention that they wanted. And so I asked it to write a Python code for me to run it on my computer automatically and rename all of those, which saved a lot of time. And the other thing in terms of how helpful it is, is that I don't think it's necessarily helpful for completing any specific task, but it's helpful for momentum. If I'm writing and I'm stuck in the middle of a sentence, I like being able to load up everything that I've written so far and say, where are the holes in this? What have I missed? What questions would you have? Pretend you're my teacher, what would you have to say about this? So not necessarily for quality of work or specific tasks, but just for the energy through line of the momentum?”
    - FG4P4: “Yeah. Academically, yes. Like I've said, I've used Grammarly AI to read through my writing, my research writing and pick out exactly the commas and the words that aren't looking the best right there. And I definitely still am learning to live with. The gripe of it is still, what is it called? It's still plagiarism, even though it's your own words. So whenever I'm having to rewrite some things that I have written myself, I will use AI to paraphrase for me. I still feel like that's my own word. So I am still learning to deal with that. So I will use AI for those kinds of things. And let's see, and yeah, yeah, just for academics. So yeah, that's where I'm at.”
* How helpful do you find AI in your professional life? (for example, in your part-time work or preparing for your future career)
  + *(Follow-up question)* Could you share with us some examples?
    - FG1P1: “Alright, policy briefs for a North Carolina based company, and I find it to be helpful as far as, again, when I'm thinking of recommendations, just to make sure that they make sense. And then sometimes I will say, I think [FG1P3] said this before took us in layman's terms because sometimes the people who are reading the policy briefs may not be able to read. We just want to make sure that our policy briefs are just understandable to all populations. And so I'll use chat boutique to say, oh, just make this a little bit more, put it in simpler terms, and then just kind of use that as a guide for my writing… Oh, and last thing too with the professional life, I think in quantitative research sometimes it can be helpful when you're like, oh, walk me through how to do this in SPS pss. And it may be wrong one step, but I feel like for the majority of those steps that it gives you, you can at least figure it out from what it tells you.”
    - FG1P2: “I've found it helpful when writing emails for, and I am going to caveat this with I'm not having it write the emails, but I am having it help me edit an email. So when working with students, sometimes when I'll write something out, and it was a common complaint at my old job that my emails were coming across as very abrupt and very almost being perceived as harsh. And so I would use AI and say, okay, what is the tone of this email? Is it meeting that tone that I think it's saying in my head? I'm like, I'm reading this very pleasantly, but my students were like, she's so mean and harsh. Have you seen the email? I'm like, what do you mean mean and harsh? I'm trying to be nice. And so I would have it tell me how is chat GPT or how is Grammarly perceiving my tone? And then if it's not in the tone that needs to be in, well then how can I make it in this tone that I want it to be in? And I found that very helpful because I don't want to be coming off as something that I'm not, but until someone points out that this is way it's being perceived, then you have to figure out how to change that tone in writing. And so I used it in that way and I thought it was really, really helpful.”
    - FG1P2: “I haven't used it yet, but I know I will. One of my classmates who's also does the same work I do professionally, he showed me how he used AI to help create a description of his services as a therapist. It was very interesting. But yeah, so I think I could maybe one day use it in that way, just help me summarize or how can I market that this is the type of clients I want to work with or this is the things I can help with and summarize that or put it in a neat format so I could see myself using it in that way. Maybe if I'm ever stuck with a problem at work, maybe I could use it to help me give me some ideas for specific interventions or things to try. So I could see myself using it as of yet, though I haven't actually used it, but I could see myself doing it like that.”
    - FG2P3: “Yeah, I feel like this, I am about to start a PhD program, so feel like, yeah, my future career feels really far away. I'm thinking about how [FG2P1]'s about to graduate and then move on, and I feel like I'm just starting this arc and have a long way to go. So it's hard to say, but I think some of the fears that I have about AI or ways that AI feels not helpful to a future profession is if you care about writing or copywriting or secretarial work, all of these tasks that computers can do pretty well but don't have, I feel like such a ludite being the warmth of human or something. But I just think about times when I've tried to check into a flight and you have to check in using the kiosk and it's just all going wrong and it's very frustrating and there's no one to help. So I don't know how that's fully related, but just in thinking about I don't know what my professional future holds and because I feel like I'm not doing the things that maybe I should be doing to be getting on the AI bandwagon, I feel worried about the ways that careers and models that I've seen people set out to do that feel like good models that I could emulate from mentors and such are actually not good models for young people today if I'm inheriting a very different world and the options for sustaining income are different than the options for a sustaining income a generation ago. And I feel like AI will tip the scales on a lot of things. And so feel wary about yeah, if it's being helpful for me.”
    - FG3P1: “Can go. No, it's okay. You go. Okay. So mine, the part that I find it much more helpful is with meals probably I want to send a mail and I'm not impatient to be to really craft one or after crafting, I might be restructure this meal in a more professional way if I'm quite very conscious about it and it performs wonder. But sometimes I'll be like, no, it's not like this. I don't want like this. But it truly helps in that. And there are some little tasks probably trying to look for resources or trying to organize stuff, trying to, stuff like that. I feel there should be an AI to fix this, so I'll be like, let me look for it to make my job easier. But in some cases on my search for looking for ai, then it takes time. I might have finished what I've started already, but in some instances, which I give the male part. So somehow it it's gone. Very helpful. Yeah,”
    - FG3P3: “I've actually never really used AI in professional life. Last year I was working for the state, so we had a lot of documentation to do on our computers and everything with our clients, but I was always afraid to ask AI to, Hey, can you type me up a paragraph about this and this. My only reason was that I worked with children and adults and so I didn't want to put personal information to AI and ask it to write me something so I could document that. And every, never even used it for email purposes because even in our emails they were crypted because of highly sensitive information of our clients. I was just like, I never wanted to use it because of that sole purpose.”
    - FG4P1: “Oh, V. You can go, sorry, I didn't know if we should try to break up the flow a little bit. You can go… Good, you're good. I was going to say that, I mean, I'm a TA at ua and in teaching, I find it more helpful than on the learning side of things. I feed it every textbook chapter before I teach it, after I've read it and I say I'll reverse engineer it of what background information do you need to understand this chapter? What are the hardest parts of this chapter? What questions are students going to run into? What are the most confusing things? And I find that so much more helpful than using it for myself as a student and for work for, oh my gosh, reformatting a spreadsheet, I love not having to do that by hand. I love being able to feed it information and say, please turn this into a nicely formatted table and fold the titles for me and make it look really great. So for my professional life, that's actually probably where I'm most comfortable using it… You're always welcome to email me if you'd ever like to chat about it.”
    - FG4P3: “Well, I just want to say [FG4P3]… Oh, I'm just learning a lot from [FG4P1] because there's a lot of things that I didn't even know you could use AI for, and now I'm like, I'm going to go after this meeting and be like, let me figure out how to do all this stuff… Yeah, honestly, the one thing I have heard and we have to teach at class in our department, and one thing that I know students have used it for is can you make this topic into a multiple choice question with four choice options? Which I heard was really helpful because sometimes coming up with the non-right answers or is harder than the right answer option. So I heard that was helpful. And then assignments, so I want an assignment about this. So I think that's where my basic understanding is, plug in a question and it will give you an answer. And that's how I would see it being used in my professional life.”
    - FG4P2: “I agree with [FG4P3]. I'm learning a lot from C. I didn't think that you could use AI for half of the stuff that you can. So I'm learning a lot. But in my professional life, like I said earlier, I kind of draw the line at if I'm working with a client on using it mostly out of, at least to my knowledge, social work hasn't really come out with a statement. I haven't looked that hard into it just because that's my personal preference. But from my understanding, social work hasn't come out with a full long, Hey, this is our ethics. I might be very wrong about that. But with that, I do babysit a kid, part-time who does use ai. He's nonverbal and he will go and he'll click on different things to tell me what he wants. His favorite one is watch. He really wants to watch tv. And so he'll tell you, and I'll be like, no, we want to play or eat or drink or do something else, but I'll use that with him because it's easy for him to click on and tell me what he wants. And so that's mostly where I use my AI and my part-time work. But when I'm talking about my academic professional side, I draw the line of using it with my clients just because I am not sure of the ethics behind using it quite yet.”
    - FG4P4: “I'll make this short and sweet. No, I have not used it in my professional life.”

**Topic 4: Need of AI Training and Education**

* Have you ever had any AI education or training previously? If yes, what kinds of training/education have you received?
  + FG1P1: “I think I have to take that back. I don't know. And [FG1P2], you let me know what you think. We were in the multilevel modeling class and we were using DataCamp and I guess I would consider DataCamp to be somewhat AI because when you made errors in the codes and R, it would show you how to fix it so you can run it correctly. I felt like it wasn't really formal AI education, but it wasn't helpful still because we didn't know what we were doing. But I mean at least helpful, it would at least correct the code for you so you could at least do the assignment, but it wasn't helpful and yeah, the training wasn't effective… And I guess too, I don't want to jump ahead to the next question, but I feel like that the class and using data camp or AI just shows that when you introduce these new, I guess methods of technology to people, even if it includes ai, it should really be the baseline because not everyone knows. And I feel like when you're using AI that you already have to have some certain level of knowledge to be able to even use it effectively on the topic.”
  + FG1P2: “I don't think it was meant to be formal AI education. I think it is my neuroscience class. We're talking about how learning in the brain occurs and in there we've talked about ai, but it was never training on ai, but it was just how AI compares to the human brain. So I don't think it was formal training, but it was definitely education. So it was knowledge obtained, but I don't think it's in the way that you may be meaning here… Yeah, the AI on that though was terrible. I if it was, I don't know how to say that. It could have improved. I think it could have been improved. I think it was a very limited AI model because it was never taking the information. You probably agree with this. It was never taking the information that we actually put in and figuring out the problem. It would just spit out random pieces of facts and hope that one of those random pieces of facts is the information that you needed. And I would get so frustrated with it, but I don't know if it was, I don't know if it was education or training, but it was definitely, definitely annoying in my opinion. But I don't know…. Yeah, I think that was one of those things that was lacking in that class in general. And I don't want to toss it towards demonizing the professor, not, I don't think that's what we're doing, but there was a lot of encouragement to use AI as a resource to help your learning, but there was not a lot of training in the way to how do you properly use this AI system to benefit you in writing code and doing the statistics in learning how this is a good resource and quality resource. So I think had we been given more information, maybe the annoyances that we dealt with and the frustrations may have disappeared because we would've been able to properly use it. We just didn't have the education or the training on how to use it. So it was you and I just sitting there at a computer and being like, I hope this is what we're supposed to be doing and you and I looking at each other, I don't think this is working and stuff like that. So it is definitely something we needed but we didn't get.”
  + FG1P3: “Can I share here? Actually, I have to leave in a minute. I have a session. I only been reserved an hour… For this focus group, just to speak on the last point, I received very limited education. I have been to lectures actually during DSW residency we had an expert on AI lecture to us about how to use it and talked about chat GBT and consensus and everything like that. And then the rest has been all self-taught, done research on my own. There's a one YouTuber called AI Social Work Magic that I've watched a few YouTube videos on about how to incorporate it into your practice. But yeah, that's all I got on that one, but I have to unfortunately going, I'm sorry about that. I only reserved an hour.”
  + FG2P1: “At the social work conference? Where I met Dr. Ru, I think at WashU, I think he was, so he's from some kind of social science field, but he had a seminar on KGBT in the social science field. So he talked about how strategically we should use chat GPT to write out our systemic reviews or literature reviews for our papers or even analyzing some data. So it was a paid seminar. So I did took that and he continues to do that, and he also has a certificate program, so I'm kind of interested in taking it if I do have the money. But that was the only training I had about, or specifically Chad, GBT.”
  + FG2P2: “I was trying to look up the name, but again, a month ago our cohort got together for a residency at ua and we did have a presenter talked to us about AI use for our work. He taught us there was a specific AI engine or website. I think it's pretty much like chat GPT, so I don't know if I would call it a training, but he talked to us about how we could use it and also informed us of the potential misinformation or you still have to fact check. He was very honest and would say, I think he looked up his own work or something and chat GPT or whatever said it credited to someone else. I don't know. So he basically gave us examples of like, this is why you need to fact check, use it wisely. So I guess that's as close of a training I've ever gotten, but it was more of a presentation. It was very helpful though.”
  + FG3P2: “So I had that webinar training happen in the spring. We brought someone in, so this was actually, it wasn't organized by a faculty member in the department. It was organized by in psychology. We have a student body of graduate students. And so one of the executives said we need some AI exposure. So they found some, I don't know who they brought in, I can't remember, but they had contacted someone, it was outside of the, not just department university and he came on and asked us questions, had a little presentation. It was really useful. We went over chat, GBT, he showed it to us in person how, not in person but online how he gave us an example of here's how to use this. And then we talked through other things that it could be used for connecting research articles. When you're doing a literature search, there's certain sites that do that, but it was about an hour training and it was really helpful. It's my only exposure to something like that.”
  + FG3P1: “For me, I don't think I have, I've never had attended any AI education or training. No, I have not attended anyone. I just look forward to it for my discipline. Yeah.’
  + FG3P3: “I've never received any kind of AI education or training either. I most likely just read about it online somewhere or somewhere in the news if it comes up.”
  + FG4P4: “Sorry. Yeah, I'll go ahead. So no, I have not received any AI education or training previously. The best I maybe have received was the department warning us not to use it under any circumstances with a side of we are still learning ourselves. So until then, don't use it. So that's really what I have in terms of where to get the AI education or training, I believe, and this is me guessing they have not provided us with resources. I would say going to the library, the UA library system, I'm sure they would have some courses or classes there. I'm sure if I were to honestly just reach out to other colleagues, they themselves use ai, so I'm sure they could point me in the right direction and YouTube. That's all I have right now. But yeah”
  + FG4P2: “You can go, [FG4P4]… I have not received any AI education or training like [FG4P4]. The only type of information that I've really received on that is, Hey, don't use it. In fact, at orientation, the first time I ever really heard of chat, GPT was like a year ago, a year and a half ago. So I really was brand new to all of this. And then they brought it up at orientation and they were like, don't touch it. And I was like, okay. And so as far as where I could get that education or training, I have no clue. I haven't seen anything or heard of anything about where I can receive that training.”
  + FG4P1: “I have taken a couple of computer science courses, so I've received a bit of AI education from that, but not AI specific. But I do not know of resources on campus except for the few, especially some of the neuroscience professors who get really excited about it and will sometimes derail class to give us a little tutorial on how we could have used chat GPT to code in MATLAB for us. And so I've received a little bit of casual education or training about it. But no, I agree with everyone else that I've received warnings and the word I haven't heard so far is also stigma. I've been warned away from talking about AI on campus in order to not alienate certain professors who people say, Hey, they're really anti ai, make sure whatever. So I think that there is a bit of a sort of hush hush culture around its uses.”
  + FG4P3: “Yeah, I think similar to everybody else, I haven't had any formal training or education. I've also gotten the message, don't use this, we're still learning, so just avoid it. And I think, I don't, don't really know. I think I would go online like YouTube or using AI honestly to find an AI course of waiting for that AI generated response of Where can you find this course?”
* Do you know where to get AI education or training? Are you aware of any AI educational programs in the campus or anywhere else?
  + FG1P1: ”I would assume the library. I mean they do everything else. That's just a natural thought of mine is just to go through the library and maybe they have a course that they offer on ai… You… I don't think so.”
  + FG1P2: “I think Alabama was kind of that we don't know what to do with ai, but it exists and so therefore we're going to toss it to faculty members. I think that's where that's at. So if it's going to pop up, I agree with [FG1P1], it's probably going to pop up in the library, but I think in a lot of ways people are still demonizing AI that no one wants to be the first to toss it out there. But I would gander to say if we find it, it's going to be computer science. I think you're going to find it in computer science. I think they're probably putting a class out on it, but I don't know if there's a formal class here at Alabama without doing a Google search.”
  + FG2P3: “I feel like if I wanted AI training, I would look at the university library has all those LinkedIn series, so I would see if there was something there or I bet that there's a lot of free resources on YouTube or things. So yeah, those feel like low cost of entry barriers, not something that would be a formal training or certificate program. But if there was one, I feel like not super interested in seeking those out currently. I just would want one that's sort of grappling with it more than just, here are the quick ways to make it be useful for your life.”
  + FG3P1: “I think I have one story on data camp that there are some short course videos on how to use AI for stuffs. Though there I was learning our programming. So I think there's a cost for AI on how to probably use Python or do some kind of tax. And another place I find you can always use it is I spend time on, lemme say probably on TikTok online and on some social medias you find some people they use it ly. For instance, I can say recently I follow some financial investment advice or counseling or stuff like that and they were like, you can do something like this with it and it's going to be, and I tried it out and it's actually worked. So I feel you can just pick it up from different people that have been creative about it. So I don't, yeah.”
  + FG3P2: “Yeah, I'm not really sure besides social media, don't even, you could tell me right now that UA has that and I would have no clue. I've never seen any advertisements about it. I have no idea besides what I've come across on random sites.”
  + FG3P3: “Yeah, I don't even know where you could even get something like that unless I was actually searching for it online or I saw it on social media. I did see that. So where I went to undergrad, they're actually offering a degree in ai, which I thought was very cool, but also weird for some reason.”
  + FG4P4: “Sorry. Yeah, I'll go ahead. So no, I have not received any AI education or training previously. The best I maybe have received was the department warning us not to use it under any circumstances with a side of we are still learning ourselves. So until then, don't use it. So that's really what I have in terms of where to get the AI education or training, I believe, and this is me guessing they have not provided us with resources. I would say going to the library, the UA library system, I'm sure they would have some courses or classes there. I'm sure if I were to honestly just reach out to other colleagues, they themselves use ai, so I'm sure they could point me in the right direction and YouTube. That's all I have right now. But yeah”
  + FG4P2: “You can go, [FG4P4]… I have not received any AI education or training like [FG4P4]. The only type of information that I've really received on that is, Hey, don't use it. In fact, at orientation, the first time I ever really heard of chat, GPT was like a year ago, a year and a half ago. So I really was brand new to all of this. And then they brought it up at orientation and they were like, don't touch it. And I was like, okay. And so as far as where I could get that education or training, I have no clue. I haven't seen anything or heard of anything about where I can receive that training.”
  + FG4P1: “I have taken a couple of computer science courses, so I've received a bit of AI education from that, but not AI specific. But I do not know of resources on campus except for the few, especially some of the neuroscience professors who get really excited about it and will sometimes derail class to give us a little tutorial on how we could have used chat GPT to code in MATLAB for us. And so I've received a little bit of casual education or training about it. But no, I agree with everyone else that I've received warnings and the word I haven't heard so far is also stigma. I've been warned away from talking about AI on campus in order to not alienate certain professors who people say, Hey, they're really anti ai, make sure whatever. So I think that there is a bit of a sort of hush hush culture around its uses.”
  + FG4P3: “Yeah, I think similar to everybody else, I haven't had any formal training or education. I've also gotten the message, don't use this, we're still learning, so just avoid it. And I think, I don't, don't really know. I think I would go online like YouTube or using AI honestly to find an AI course of waiting for that AI generated response of Where can you find this course?”
* What difficulties or barriers have you experienced in accessing the AI education or training?
  + *(Additional guide)* These barriers can be:
  + *Lack of availability: I do not know where to find the AI Education or Training.*
  + *Being in social science field: As social science field is not a technology-heavy discipline, I have not been exposed to AI education and training. But now I need social science-tailored AI education or training.*
  + Personal or structural reason; for example, those with less financial resources to attain up-to-date digital device or those with limited resources available for technology-related education may have had less exposure to AI.
  + Gender difference: Studies also point to gender disparities in AI nowledge and experience, potentially stemming from biases. Males are more prevalent in STEM areas.
  + FG1P1: “I think foremost the desire is maybe the number one barrier. I think I don't have the motivation to go and seek out training on how to use ai. I just don't think I have the time. And secondly, maybe two things is I think just the accessibility to the training. Like we said, UA doesn't need to offer it or it's not widely advertised. And then if I do see AI training, I may see it on LinkedIn because they have everything on LinkedIn, but LinkedIn requires that you pay for some of those things or you have to have the premium account in order to access a lot of the features. And unfortunately the low stipend that we get as a PhD student, I can't afford that. So… That's not my lived experience, so I don't think I can speak to that. Whether there are gender differences. Yeah, I don't know…I dunno. I feel like I have the pushback on you there, [FG1P2], because I think in social work, social workers a predominantly women dominated field, but I know Donald Jackson is leading the initiatives on using regenerative texts in social work education. And I felt like out of all the male professors I've had, I've never heard them mention using ai. But I mean it seems like when Dr. Jackson comes through this… or even [Interviewer 2], they come pumping, use the ai, use the AI compared to male professors we have. So maybe it just depends on the discipline, the male to female ratio. Go ahead. I'm wondering, have you ever thought about, I know you list the different differences. Have you ever put age difference where I'm thinking of a faculty member in social work, but I don't want to say their name. They are totally against ai. If you mention ai, they just go off there. And so I find guess the school of social work. We have a lot of senior faculty who have been at UA for a very long time and are a little bit up on the higher edge of the spectrum when it comes to age. And so they try to encourage you to like, oh, you just need to use your brain. You don't need to use anything else. There's no need for you to use it. I didn't use it, so you shouldn't use it either…. I mean, I'm not too sure if it's age as far as their ability to use it or if it's just like, I didn't use that. You shouldn't use it because I did things the hard way. The academic hazing in a way, I went through this, you should go through this as well. Does that make sense what I'm saying?”
  + FG1P2: “Yeah, I think barriers is, I don't know where to get it. So if it exists, I have no clue where it's at. And then the other thing is oftentimes because we don't know if UA has it, and therefore we can't really seek it out from our institution, if we do seek it out, we have to pay for it. Even if that's a how to use AI Dummies for Dummies book, even if it's a book form versus a class versus something else. And so a lot of times if we're using ai, it's a Google search, how do I use this function on this? And then we're learning from the internet how to use ai. And so it's either not accessible or it's too expensive if it is available and that type of stuff… I would say male. I've seen males be more prone to use it, but I don't know, is it a male versus a female thing? Like you said, I don't have a limited experience with trying to get the training, so I cannot say that it is available. But in terms, I think there is a gender disparity in terms of use. I think more males versus females use it. I think it may be because females are often technology incompetent. I say that, and I don't mean that to be offensive, but just sometimes I'm technology incompetent. I know a lot of females that are myself, I don't know how to use that. And sometimes because we don't know how to use it, we don't use it. And so a lot of times we're probably the last to, so we could benefit from training, but we often are not the ones that know how to use it in my experience… And I think that's the flip in my program. Our male professors are the ones that are like AI is a school, whatever. I don't care. Our female faculty members, they're the ones who are absolutely against it. And so a lot of us just in our field just will avoid it. And that may be field specific in which like I said, my experience, the only ones that I do know that do use it who are females are our international students. But a lot of us tend to avoid it. And maybe it is because it is so demonized in our program that we're like, Nope, I'm out. I'm not touching it. But it may be a difference in fields because I do know and I have heard, and it's not just social work, who said it? I know psychology stated it that AI can be very, very useful in ways that you guys have described using it in social work with the reports, with helping find treatment plans for individuals who may need a very unique treatment plan, stuff like that. So in psychology, they may be the same thing that you're seeing in social work, but on more of the education side, I'm seeing more of our females demonize it, but are male faculty members be the ones who are actually using it on a regular basis. So I think it's flip flopped for us, but that may just be personal experience… Personality… Personality… Because I can think of my mentor and she, I don't, she's 100% against that. I don't think I've ever seen her use it. I don't think she mentions it. If she talks about it, it's like, please tell me you're not using it…. I think it's personality and there's nothing against her. I love her, but I don't think she's going to be one of those people who uses ai. But I, it's, I think it's more of a different thing. And I don't think it has anything to do with age. So I think it may be personality or opinion based or something else that is making it. I guarantee you, if you think about those faculty members who may be older and they're dug their feet in and they don't want to use it, I guarantee you you're going to think of a personality trait that can describe all of them. Whereas my faculty member, I would be like, I think they're really much a rule follower. And as of right now, there has not been a rule that is established as not something as being bad. And so for them, I think that's why they avoid it is because it can be perceived as bad versus a good thing versus maybe there's some professors, and I've had these professors, I'm thinking of one professor very much. There's a personality trait that, I don't know how to say it without it sounding offensive, but that can describe that faculty member. It's almost like a stick in the mud, very much that person. Is it curmudgeon? I don't know that type of personality. You know what I mean? They are. And so you can describe it almost in a personality trait that maybe the differences and you may get groupings on those personalities, if that makes sense.”
  + FG2P1: “I guess first of you could always Google and [FG2P3] said YouTube, or if you do really want it, you could just always look for it. But we aren't sure if that's the legit education that we need or enough for us to have really a good understanding. But also even if you do want to get a certificate program, the money, it's usually thousand to $2,000. And then in terms of time wise, that's kind of learning a new field, so you have to dedicate some time. But right now as a social science field, the field itself isn't dedicating time for students to learn about ai. So technically we have to take our own personal time off to learn about it. So time is also some barriers to not being able to get those education or at least those really deep learning about ai. And then right now, I feel like at least in our field, there's less use of it. So we feel like, oh, we still have time to learn it. Maybe it's for the next generation, not our generation. So maybe that's also another reason why because we don't use it much of it.”
  + FG2P2: “I would say, I guess barriers, yes, the first lack of availability. I don't really know where to find formal education or training. And like [FG2P1] was saying, even if I did, I'd be looking at the cost of it and I'd be looking at the time commitment to it, and I'm just not entirely, I guess maybe I don't know how applicable it is to my work, so therefore the interest isn't really there. I feel like I have enough going on, so I know how to use it as again, that assistant. But beyond that, I don't know if it's necessary for me to really dive deep into getting a formal education or training, but those would be my barriers would be what's the time commitment and cost? And then if it's not obviously applicable to my work, then I'm probably going to pass on.”
  + FG2P3: “Yeah, I resonate with [FG2P2]. The time thing feels like a really big one when we were building this machine learning model. So we were trying to build a machine learning model that could look at seeds and then identify them down to species and subspecies and if they were domesticated or not, which is related to the research that we were doing. To me, it makes no sense for a social scientist to be able to have the depth of knowledge to build something like that, but I again can see ways that it really can be useful if I understood it on a deeper level. So I think that, yeah, sort of this time thing feels useful. If you only put in a little bit of time, then you're not really going to get a lot out of it. And the deep benefits of machine learning and AI would actually have to come from either really dedicating some time to it or really finding some allies and that are asking similar questions to you and bring different skillset. And to me it feels like what I usually bring to projects is sort of the more human side and the therapeutic side. And part of that is the beauty of being in the social sciences. I am interested in the cultural and the personal and the identity. So that's one thing. And then I also was thinking about your bullet point about gender differences, and it feels like maybe this is a gender difference and maybe it's just something totally different, but it's like this assumption that, oh, what's holding people back from getting on the AI train instead of listening to the real reasons why people don't want to get on the AI train. And so even the phrasing of what difficulties or barriers have you experienced in accessing AI education is sort of assuming this male technologist dominant, this is obviously the best thing. So I feel like for me, some of the times when I'm like, Ooh, it actually would be really nice to do more machine learning, I do do things with remote sensing and things. I've just found that talking to peers is the best way to do it rather than some tailored education curriculum or training. And then on some of the more systemic and structural reasons that I chafe against an overly zealous reliance on technology, it feels like personal and political commitments that hold me back.”
  + FG3P2: “Definitely a lack of ability about, I said that my words got all twisted just now. Lack of availability I would say, or perceived availability. Like I said, there could be resources on campus that I'm just not sure of. But I actually think for me that a huge barrier is that my field has not come up with standard guidelines and I am an emerging scholar, so I don't really want to have a strong opinion and be like, we should be using AI or we should be anti AI because I'm still getting my footing in the academic world and I don't want to, I'm waiting for someone to tell me the standard. And so once it feels more comfortable then sure, I obviously took the opportunity to go to that webinar when it was available to me and it was provided by my department. So it felt safe to do that. And I'm just waiting for more heavy hitters in the field or people that are established to be like, here's how we can and should use ai. And then I could feel more comfortable becoming knowledgeable.”
  + FG3P3: “I feel like in the field of social work too, with our ethics and all, they haven't came out even in our, what is it? They have not came out with anything about ai. I have not seen anything. So it doesn't, even in last semester we used the code of ethics so much that we didn't see anything about it, didn't see anything about ai. So I just feel like we're all going to be out in this field and it's open to everybody, but there are no guidelines into how we could use it.”
  + FG3P1: “For me also, I think that's a constraint in the sense that no matter how I want to use ai, I'm limited in the sense that I don't know how I'm going to use it and get into troubles and I don't want to get in troubles in my career in my field. So there is that side of me that would be like, you are not free no matter how even creative I think. So that is a major barrier. And another thing is, another barrier is probably there are some AI that might request you to make payments, do account, go for premium or stuff like that. And you be like, won't use you private to no private, you're going to be useful for what I want to do, but you're asking me to make payments. So that's a constrain. You're not allowing me to explore what I want to. And also being in social science field also, I think it's a big deal in the sense that I feel social science is not more objective like the STEM guys, which AI is easily, it can easily help out in that. So I'll be concerned to even explore more AI in the sense that guy just sit and find solution to what you want to do and sit in and looking for ai. I've explored some AI using it for some social science. There are some that combines literature together. When I use it, I'll be like, no, it's not doing the social science thing. It's more like, so those are some of the constraints that I faced. Yeah.”
  + FG4P3: “I think a big barrier is the stigma within our department of AI training. So there's not an availability or even just nobody's talking about it and it's hush hush, and the people who do know how to use it, use it quietly and then aren't educating others because of fear of repercussion for using it. And so I feel like that's honestly one of the biggest barriers to accessing training.”
  + FG4P2: “I would agree with [FG4P3]. I think that being in a social science field, we are very focused on human interaction and how we can, especially in social work, how we can interact with people and how we can make them feel the most comfortable. And I think that comes in with the personal or structural reasons because a lot of the people that we as social workers work with are going to be a little more under-resourced. And so they don't have as much access to AI or to technology as other people do, even though we live in a society where is almost necessary. And so I think that in order for us to build that rapport with our clients, in order for us to be a little more interactive, our social science field tells us not to use it and really tries to make sure that we are trained in the personal experience of one another and how we can build that rapport face to face. And so I think that comes with just being in a social science field in general, and that's where we have limited access in the training and in using it and being educated about it because we are so focused on that one-on-one interaction. And we are so focused on our under-resourced clients that we try to avoid it at all costs so they don't have to have the difficulty of obtaining it. And so it kind of goes through the whole thing of personal and structural reasons of under-resourced being in a social science field in general as a whole, and then just the lack of availability of where we can get it is because we just don't use it and we focus so much on human interaction.”
  + FG4P1: “One thing that I don't see listed here that I think kind of expresses one of the issues I have is sort of a lack of trust in whoever is delivering the AI education. We are talking about how it's being used, and we've brought up that even our departments have said, we don't really know what's going on. And so even when I see something like an AI tutorial that is from ua, maybe I saw it on a poster or got it at the bottom of a newsletter from GSA or something, I don't necessarily think I want to go to that because I think it'll be very helpful. I kind of feel like if I go to it, there's going to be a lot of coming in haw and a lot of them saying, well, we're not really sure about how to do this, but look, you can do this one specific feature. And I don't necessarily feel like there are experts all around that would be able to give a really good lesson on how to use it without being explicitly evil Sometimes. Sometimes there are corporations that UA works with that are kind of setting out these very predatory messages about, oh, pay 9 99 a year, spread over 12 months, and you can come to this little AI sit and thing. So there is also a sense of evil around it, I think.”
  + FG4P4: “Yeah, so everyone else has definitely covered the points that I would also say as well, looking at the gender difference point that I would actually say it's less of that, that actually reminded me it's more of a regional concern, just thinking that we are in the south Alabama rural, we're not going to be surrounded by people who are going to be very open to vast change. Because when I have had these conversations on AI with other students, students who have come from northern schools, more surrounded by cities, they actually do use AI and their schools, their departments actually encourage their students to use AI to further their research and to not waste time on the smaller details and use more of their time for the bigger assignments or the bigger research questions. So I think it's also just a regional difficulty that we have more so than gender different. I think at this point when we're talking specifically social science here going to be, we're the majority as women here. I think it's going to be more regional for more. And then I think it's also the lack of availability is because they're putting that on us, they're forcing us to have a lack of availability. I believe if the school itself was going to be more open about it, I think we would have better resources to access this education. But because they're scared of it, we need to be scared of it too, is what I feel.”
* What are some of the facilitators you have had in fostering your understanding and awareness of AI?
  + *(Additional guide)* These facilitators can be:
  + Personal or structural: Access to technological devices and tools such as computers and programming software may have been a facilitator that enhanced your understanding of AI.
  + Previous exposure to AI Education: Receiving education about AI throughout your school years, including college, may have been a facilitator.
  + FG1P1: “I would say like goals. Oh, I know that I'm trying to apply for this particular program and I really want to make sure I have a competitive application. Can you improve my writing or give me ideas or strategies to deliver this in a more clear way?”
  + FG1P2: “I think [FG1P1], I mentioned it. I think our last faculty member tried because it was constantly, every class, if you're struggling with this, go use ai. So I think there was the attempt. I think a lot of times the two faculty members that I have class with this summer, both of them are like, if you're struggling, go look at ai, go explore some AI tools, and they talk about it in a way that's almost positive. So I think faculty members could be a place that we go and seek out more information. There are facilitators as of right now”
  + FG2P3: “For me, it's been friends and people. So my partner does computer vision and machine learning, so I learn a lot from them and I don't need that level of technicality for some of the things that I do, but just have learned a lot being exposed to them. And then also, even though I'm in anthropology, our lab is actually in a biology department. So yeah, I'm always walking down the hallways and making friends and stuff and have learned a lot from biologists and how they approach machine learning and have had some really resonant and interesting ways of thinking about data that haven't immediately worn fruit. Because for my master's thesis, my samples, I think were too small to be held by something with this depth of knowledge. But yeah, some real facilitators have just been people that have the time to actually do the work and then finding ways to be interdisciplinary and be in conversation and not in a superficial way, but actually have friendship and have relationships outside of our departments, which are hard to do. But yeah, has been really valuable for me.”
  + FG2P2: “I would say the same as [FG2P3]. It's really in terms of facilitators, it's really just been classmates who just happen to have more knowledge or more experience, and then they'll just show me. But I would say that's the only thing I can think of for me.”
  + FG2P1: “And then I'd like to also add, we've been exposed to AI through our smartphones naturally nowadays. [FG2P2] said, when we Google something, AI overview now automatically pops up. So that kind of made us naturally exposed to ai. But in terms of that, we don't have to learn it ourself because it's just there. And for us, I guess for our generation, technology is easier than the older generation to learn using the computer, it's way easier for me to learn than for my mom to learn. So I think our age also does facilitate and just everyone almost our age does have a smartphone anyways.”
  + FG3P3: “I guess when I first heard about it and stuff, the only access I had to using ai like chat GPT was on my computer and then they actually came out with an app. So if I'm out and about and I need to ask a question about something, I go to chat GBT and I'm like blah, blah, blah. And it just tells me it's just on my phone because I have my phone with me all the time anywhere I go to because it's not like I take my computer everywhere if I'm out and about. But even through, I don't think I ever use YouTube to ever know about ai. I think it was more just through social media and just what I saw, how other people used it too. I don't get on TikTok as much, so I don't know what TikTok has on it about ai.”
  + FG3P1: “For me, I think I have some personal facilitators in the sense that I've been interested in technology and programming since while I was an undergrad. I learned some website designing, website programming and some design tools, like all the Adobe properties. I so much technology, technology oriented and that always prompts me to explore ai, want to know about what's going on with ai. So I even extend my interest to learning programming languages like Python, like our programming. And it actually works better. It helps me more in my research, the quantitative part of it. So that's a personal factors that always facilitates me more. And the way I say it, again for education, I've once come across a YouTube channel of a researcher. She talks about how as an academic, as an academic, you can explore AI for research purposes. But why I don't really patronize the channel is because it's also STEM oriented. So I'm quite limited. I might not be able to do some things. So I just learned one or two things and some I just trash it because I really consider time, the amount of time I'm going to use on that. If it's actually more than me doing it or it really doesn't make a significant difference, I don't patronize it. So I feel those are things that, and when I come across video sometimes on TikTok, I use TikTok a lot. So when I come across stuff like that, I try to test it out, does it gives what I really want. So those are my major facilitators.”
  + FG3P2: “I would echo the social media is probably the most exposure that I've gotten, just randomly scrolling and my algorithm now realizes that I am interested. So I'll get more videos about how you can use it. So social media and then I'm thankful that that student thought that we should be getting our graduates some exposure to that. That was cool that they brought someone in for a webinar. I think that there's still, this isn't fully part of the question, but it feels right today, I feel like AI hasn't completely broken into mainstream media yet in the sense of I haven't seen it on tv, reality, TV shows or stuff like that. And I feel like once that's more out there, seeing that it can be used in certain ways, that's a learning vehicle right there. And I haven't gotten that exposure yet beyond social media.”
  + FG4P1: “I'm a gamer. I was born playing video games. I've always played them. And we've been talking about artificial intelligence in video games since the early two thousands, because there are characters that if you walk and are about to bump into them, they'll move out of your way. So I think people who are really embedded in video game culture or even just tech culture and I think is that kind of ties into the gender concept of there are definitely some very gendered cultures within tech and within video gaming and that I think that there are a lot of people who play video games who immediately adapted to artificial intelligence and talking about it and wanting to learn about it because it felt kind of natural. It felt like we were already there.”
  + FG4P4: “I would agree with [FG4P1] there. I am more of a moderate gamer, as in I came in later in the scene, but I've definitely been heavy in the culture recently as a coping for grad school. So I would say exactly, I've actually been able to recognize more of AI in older games that I've gotten into that I'm like, oh, no. So it has been there again, it hasn't gotten the traction and the popularity it has until now. So that's been maybe more of an unrecognized until now, facilitator for me. And so yeah, I just wanted more so echo that and that would be it for me.”
  + FG4P2: “I think mine would probably be my personal access to technology and devices. I use my phone a lot. I love TikTok. I love scrolling on Instagram and doing reels. And so I think that's where I've learned the most about technology and also, or ai. And then also my stepmom's a professor at the university and she has taught me about AI because she would tell me about students using it to write their entire papers for them. And so that's where my understanding of AI comes in of my personal use and my personal life, being able to have access to technology that uses AI as well as being surrounded by the conversation of AI and how frustrating it is that there's not policies against AI in writing papers and in doing schoolwork, a conversation that me and her have a lot in school and she teaches. And so we have that conversation a lot about the use of AI and how she would view it and how her students have used it. And so that's just my personal understanding of who has taught me how to use ai.”
  + FG4P3: “Yeah, I think my experience is similar to [FG4P2]'s of just my use of technology, I think as a facilitator and now this integration of AI into a lot of websites that I used to use just in daily life. So Canva is a place you can make PowerPoints and things like that, and now AI is integrated there where you can click a button and it will help you. So I think that's just my exposure to ai and then trial by error, kind of learning as I try it. But that's the thing, I think I don't try it that often. So then it's not the best facilitator. But then yeah, conversations, even today, hearing how [FG4P1] has used it, I'm like, oh, this is cool. There's a lot more to it than what I thought.”

**Topic 5: Participants’ ethical concerns and competencies in utilizing AI**

* Are you aware of any ethical issue surrounding AI use?
  + FG1P1: “Yeah, I would say Grammarly, for instance, with the comprehensive exams that were prepar to take, I didn't know that Grammarly was considered ai. I just thought Grammarly was the word processor that does it. And I remember going to Dr. Nelson Cardell and asking, oh, is it okay if we use Grammarly to edit our comprehensive exams because exam and then, not to change our words, but just use Grammarly to put a comma there or something. And after I mentioned it to her, seemed like she must have went and asked the PhD committee and they said, no, you can't use Grammarly. And I think we've been using Grammarly all along throughout our years in college, and now we get to comprehensive exams and you're like, oh, you can't use it. And I think it's just unfair to not be able to use it, especially the people who are not native speakers who may need to use it to like, oh, I want to make sure that this is correct English or something. And I feel like the ethical issues or this, the ethical or the guidelines that they have sometimes lack cultural… Well, and according to our program director, she told us that even Microsoft Word, the editor in Microsoft Word is considered ai. And technically we're supposed to refrain from using the editor in Microsoft Word. It's all ai. And I feel like, yeah, it wasn't an issue before until people started slapping AI on there. If Grammarly never publicized, like, oh, this is ai, I'm pretty sure that it would've been okay to use. And I feel like most of the time, and I can't speak, I can't generalize this, but I think when we get to the level of being a doc student, most of us are using Grammarly just to improve our writing. We're not using it to write the assignment for us. We just really want to make sure that we're writing at the level that we're supposed to. And sometimes we're under so much intense stress. You're trying to do publications, you're trying to get assignments done and proofreading your work. Sometimes it's such a laborious task when you're trying to read over 12 pages. And it would just be nice for professors to normalize going to use Grammarly and to encourage them to actually use it to edit your papers.”
  + FG1P2: “Oh, yeah. I think people using AI and then passing that off as their own work without acknowledging that they ever touched ai. I think that is one of the biggest ethical issues that we currently have and we currently face. And I think that's one of the biggest problems I see… Competence. And I think Grammarly itself is a Grammarly decision that Grammarly decided a year and a half ago that they're going to use ai. And I think before Grammarly making that announcement that they were going to use ai, I think Grammarly has always been ai. I don't think it's never not been ai. And I think when they made that announcement that they were going to create this Grammarly ai, I think they shot themselves in the foot. And instead of creating Grammarly for academics, which pulls out a lot of the AI that would misconstrued, so the AI changing your words, that type of stuff, I think could be pulled away from it. And you create the proofreading the way it always was. And I think that's the ethical issue is you can't separate out the AI from the Grammarly. Historically Grammarly, that's what they need. And they need to call it Grammarly for academics and partner with universities because we need something to help us proofread. Like you said, it's a cultural thing. Some of them need that, but you need to be able to pull that AI back. It can be useful in some institutions, but understand that the biggest population using Grammarly was academics and kind of be able to tease that apart. And so there's that ethical issue around Grammarly, and I'm with you. I hate it and I wish we could change it, but we can't change it. It was a Grammarly made decision that put us in this situation a year and a half ago. I guarantee you people were still allowed to use it on their comprehensives, but because changed it, they may not have been anymore... Yeah, I mean it's Grammarly versus, I'm not saying I'm using chat JPT, it's a thing that we've always had and we've always used, it's nothing new, but they slapped on the title of what it was and they called it out for what it is. And now academics have that ethical issue. And I think there are ethical issues with the way people use chat, GPT, the way they use other things when they use it to replace their own work. But Grammarly, it's become a ethical issue when it never was. And it's using the same technology. It's always used. It's just slapped the name on it of what it really was, which was artificial intelligence.”
  + FG2P3: “I have had exposure to just professors with different AI policies that again, have always focused on generative ai, but I've seen syllabi that make it super explicit, do not use it. And then the other one that I've seen is feel free to use it and experiment. It's this new tool that's up and coming, but whenever you use it, include a short description saying what you did and if you thought it was useful or not. So building in a piece of reflection into the use of ai. So those are classroom level generative AI focused things that I've seen.”
  + FG2P2: “I've also seen the same exact things in syllabi and policies regarding use of ai. In terms of issues, I am starting to see more concern in my field. So I'm in mental health, so therapists, therapists using AI or chat, GPT, whatever to help them make their progress notes whenever they finish seeing a client, we have to do a progress note. I've seen talk, I would've never even thought to use it for that. But other therapists I've seen talk about concerns regarding the ethical use of it, confidentiality, we're still sharing information with, I don't even know what and how is that information being stored? And then I think that's the biggest thing I've seen outside of the academic world in terms of plagiarism and all that. But even in my professional world is using it with sensitive personal information that who knows where that information would land. Is it unethical to be doing that without clients knowing that? I've been seeing those sort of conversations going, they're interesting.”
  + FG2P1: “I read in the news a year ago, I think it was OpenAI, the creator of chatt, where they actually use some people in the underdeveloped countries as a worker basically. And with machine learning, a person has to also teach the machine to learn basically. So they were using some workers to look at very, really weird photos or something for photo learning, photo machine learning, and it could be maybe sexist stuff or things like that. And that was one of the issue that they come up with, is it really ethical to tell humans to teach the machine to distinguish these unethical photos, but technically the people are exposed to those photos. How are you going to work about their mental health?”
  + FG3P3: “I'm actually not aware of any. I feel like through the school, one of my best friend's, mom is a professor here at ua, and this is a quick story. One of her students was using AI and completely copy pasted everything from Chad GPT, put on a paper and submitted it and turn it in. It caught everything. But UA doesn't have a policy regarding ai. And so that student ended up just getting away with it because there's no policy regarding AI. And if students can use it for purposes like that, I obviously think that is wrong. I feel like any student would say that is completely wrong, you shouldn't use it like that. And I do think UA should have a policy regarding using AI for schoolwork and stuff, but I don't know of any other policies surrounding ai, not even in social work itself.”
  + FG3P1: “For me, I've heard of experience like that ethical, ethical concern, but firstly there are some courses because in my country there's nothing like that. Even when it comes to toin, there's really not an established institution for that. So it's really hard for you to actually trace plagiarism down there. But while I was there, I have some friends that are in the United Kingdom that is schooling in England to be specific, which it is more strict on ai, even to social sciences, you have to be extremely careful. Even there was a time my friend was like, can you help me review this? I need to clear some grammatical errors. I was like, put it on charge BT and get your grammatic error fixed. He said, no, that it's going to detect I use ai. I was like, is this so strict to that extent? He said, yeah, we really use AI for some stuff here and coming to the US for my PhD. Also, there are some courses when I'll be like, I'm going to see generative AI is allowed. I'll be like, wow, it's allowed here. And there are some courses it'll be stated is not allowed. You can't use it at all. So those are some, lemme say, some ethical concerns that I've already experienced about it. And the remaining one is personal. I don't know if it's allowed or not allowed. I just want to be creative and try to be more productive. And instances, I'm currently an intern in a mental health clinic whereby after seeing my clients, I have to give a review of the session, stuff like that. So in most cases when I finish giving a draft of that, then I'll be like, okay, I put it in a more formal way. I will explain it in how I understand it. But in such cases, again though, I make sure I don't put the name of the client, I'll just be like a random client, but I still don't know. There's no any policy that says probably is allowed or not allowed or it is, I just wanted to use it for documentation. So those are some ethical concerns about it that I've experienced.”
  + FG4P1: “[FG4P2], go ahead… I would also chunk this question into two halves of an answer, and one is the direct use individuals using it, which I think [FG4P2] covered really well. And then there's the other side of it, which is because we're using it, it means that we also have the ethical burden of the development of ai. And one of the things that really freaks me out is the amount of theft, the amount of web scraping, the fact that it's our personal data that is being scraped and sold and stolen from us and repackaged and given to others. So not just the data privacy of what we as users feed into it, but the really, really scary billion dollar corporations that are taking all of this information without our consent. And the other thing that I want to bring up is specifically image generation ai, which I feel like we haven't talked about a lot, even though it is really, really popular right now. And again, the ethical use there of artists' work being stolen and uncredited and regurgitated and copyright just being blown to pieces. And then the final thing of ethical use of AI that I want to bring up is that the way that we interact with robots and computers does shape the way that we communicate with one another. A lot of personal AI assistants are given female voices and people are really rude and abusive towards them. And so I think in some ways AI has given us a scapegoat for some of our worst human behaviors. And you have a robot that just has to take it and maybe make a joke and response. So that would be another ethical use concern that I have of AI is that I think it can lead to some really immoral and inhumane behaviors…. Has anyone here made a syllabus for UA before? Okay. Yeah. So when you're making your syllabus, you have to include your AI statement, and there's I think three different levels of pre-written ones that you can include. One can say You're not allowed to use AI in this course. One says, use your best judgment, use caution. And then there's another one that's written very positively that's like you are encouraged to explore tools if you use them, here's how you're allowed to. And it has an example statement of how the students can disclose their usage of it. So that's the one that I use in my courses, and I make it way harder to use AI than it is to not, because you have to write out, I make them show me example prompts of how they used it and stuff like that and screenshots. But I know that at ua, one of the example policies is that you are allowed to use it, and that disclosure is essentially the most important aspect of it. And of course avoiding any direct plagiarism.”
  + FG4P2: “Okay. So most of the issues that I'm aware of using AI are people using it underneath the category of plagiarism and using it to write all of their papers, which is concerning because we are in a generation of people who don't know how to write a paper, which I can't say that I'm the best at it, but I'm giving it a solid effort. And so I think that that's what's important is giving it your best effort. And so that's one of the primary issues that I see. And I also see in the field as an ethical use of AI, having the issues of clients and where do we find a barrier of what information can you put in to AI and what can you not put into ai? Because there are some things that you just straight up should not put up on the internet unless it's underneath a secure database… But there are people who are like, oh yeah, no, write my case notes. Here's all their personal information, let me write that. And so I think that's my biggest concern is people ethically is people putting in personal information of clients. And then also, where do we draw the line of plagiarism and where do we say, Hey, you are not able to write a paper at all because the only paper that you've ever written is you typed it into chat GPT, and it gave you the entire paper. And so I'm not really aware of any current policies that we have other than most people just saying, not use it on my syllabi. Most people are like, just don't touch it, don't use it. And I think that's where we're kind of getting into where do we draw the lines with this and where are we? We are wanting our students to be educated and use this technology, but also at the same time, they're using it for the wrong reasons. And so I think that's the issues that I know most is the issues with plagiarism and where do you draw the line with using it with clients. But [FG4P4] has mentioned the technology that you use to have accessibility to things is something that we need to learn about too. And so I think that that's something that we also need to have a conversation about. But I don't know if that actually answered the question. I'm just rambling at this point. But yeah, the issues are like plagiarism. That's the big one that I hear a lot about. And where do you draw the line with using it with clients? And then I haven't really heard a lot about a lot of policies other than just simply don't use it…. As far as direct policies, oh, sorry, [FG4P3], you can go. Okay. As far as direct policies that state, this is the ethical use of ai, no, I haven't really been told of any. I think I mentioned that earlier. I haven't looked into it. So this is my lack of knowledge because I haven't examined it further because I do have my hard boundary of using it with clients. But as far as I'm aware, my field has not put out anything that said, here's your ethical use, but that's just because of my own ignorance and my own lack of research into it.”
  + FG4P3: “I would just echo what both [FG4P2] and [FG4P1] have said. I think within this academic setting, I think of ethical concerns related to plagiarism and client confidentiality. I also think as we're growing, as he was talking about, we have a responsibility as AI continues and advances, but I also think to younger generations too, if their access to AI increases what's going to happen with their education. I think it's definitely one thing to be plagiarizing a paper in college, but it's also a big deal to not know how to multiply because you rely on AI for everything, which maybe would be okay. We have technology with us at all times, but these are conversations and questions that we need to think of. And then the only policies that I've heard of is just don't use it…. Yeah, I was just going to say, I also know from writing a syllabi that you have the statement. I think there are the options, but at least in our department, it's very much encouraged to take the just don't use it approach to use that statement.”
  + FG4P4: “Okay. With the policies like at Alabama. So I had taught a course in I think last year, and so that was around the time where chat GPT, the people having a problem with chat, GPT was really becoming a concern. And so I think I remember just having a very quick brief email sent out to me right before and being like, Hey, we're going to start putting this AI catching system into turn it in, start checking that when you're grading. Thank you. That was really it. We didn't receive a why or why is this bad? I think mean, obviously we know why, but everyone's reasoning is different. And so I think it would have been better if we would've had an actual training or an actual reasoning or policy as to why we were making this punitive on students. So there were no real policies told to me about that. And then the issues or policies is really just until the department themselves does the research on what AI usage is and what we can do, we cannot use it whatsoever. So that's been my experience with that. And then with my concerns of the ethical use of that exactly, with my field of thinking of treatment planning, clinical note writing, conceptualization, that does involve putting in as much as you can about a person. And just because you de-identify it, you can't do much when you have to put in all the details. So I personally would not, I don't think that would be a good idea. But if you were to use it for your research to maybe find poll or if you have a writer's blog, I think that would be okay to use there.”
* What is your knowledge around the policy of ethical use of AI?
  + FG1P1: “Yeah, so I think it's sort of to what [FG1P2] said, it's really up to the professor. I'm teaching a class this summer and I mean, I have a policy of AI in the syllabus and I think I just put it there just to protect myself and also to protect the students, but I encourage them to use it but not to use it to write their work. Yeah.”
  + FG1P2: “I don't think we have a policy. I think it's about faculty members… I said I don don't know if we have a policy of ethical use of ai if we're talking at ua, UA… I think it's an academic world. I've seen more journals say, if you use ai, tell us. And so it's like, please use it ethically, acknowledge how you used it, why you used it, and for what purpose you used it. And I see that with academic journals, with conference, but at the university, our university tossed it back to faculty members and that's where you get either policies where it's anti ai, don't touch it, or then you get the ones that are more fair. And then you get ones who are like, I'm not even going to touch, attempting to make a policy. And then I'm like, how are you going to enforce it when they use it? And they use it to completely do their own homework, but you never said they couldn't. And so it's like you either don't have a policy or you have a super strict policy and then you have some that are right in the middle. But academics as at large, I think we are more accepting of it in terms of journals or at least some journals are becoming more accepting. I don't know if it's all of 'em.”
  + FG2P3: “I have had exposure to just professors with different AI policies that again, have always focused on generative ai, but I've seen syllabi that make it super explicit, do not use it. And then the other one that I've seen is feel free to use it and experiment. It's this new tool that's up and coming, but whenever you use it, include a short description saying what you did and if you thought it was useful or not. So building in a piece of reflection into the use of ai. So those are classroom level generative AI focused things that I've seen.”
  + FG2P2: “I've also seen the same exact things in syllabi and policies regarding use of ai. In terms of issues, I am starting to see more concern in my field. So I'm in mental health, so therapists, therapists using AI or chat, GPT, whatever to help them make their progress notes whenever they finish seeing a client, we have to do a progress note. I've seen talk, I would've never even thought to use it for that. But other therapists I've seen talk about concerns regarding the ethical use of it, confidentiality, we're still sharing information with, I don't even know what and how is that information being stored? And then I think that's the biggest thing I've seen outside of the academic world in terms of plagiarism and all that. But even in my professional world is using it with sensitive personal information that who knows where that information would land. Is it unethical to be doing that without clients knowing that? I've been seeing those sort of conversations going, they're interesting.”
  + FG2P1: “I read in the news a year ago, I think it was OpenAI, the creator of chatt, where they actually use some people in the underdeveloped countries as a worker basically. And with machine learning, a person has to also teach the machine to learn basically. So they were using some workers to look at very, really weird photos or something for photo learning, photo machine learning, and it could be maybe sexist stuff or things like that. And that was one of the issue that they come up with, is it really ethical to tell humans to teach the machine to distinguish these unethical photos, but technically the people are exposed to those photos. How are you going to work about their mental health?”
  + FG3P3: “I'm actually not aware of any. I feel like through the school, one of my best friend's, mom is a professor here at ua, and this is a quick story. One of her students was using AI and completely copy pasted everything from Chad GPT, put on a paper and submitted it and turn it in. It caught everything. But UA doesn't have a policy regarding ai. And so that student ended up just getting away with it because there's no policy regarding AI. And if students can use it for purposes like that, I obviously think that is wrong. I feel like any student would say that is completely wrong, you shouldn't use it like that. And I do think UA should have a policy regarding using AI for schoolwork and stuff, but I don't know of any other policies surrounding ai, not even in social work itself.”
  + FG3P1: “For me, I've heard of experience like that ethical, ethical concern, but firstly there are some courses because in my country there's nothing like that. Even when it comes to toin, there's really not an established institution for that. So it's really hard for you to actually trace plagiarism down there. But while I was there, I have some friends that are in the United Kingdom that is schooling in England to be specific, which it is more strict on ai, even to social sciences, you have to be extremely careful. Even there was a time my friend was like, can you help me review this? I need to clear some grammatical errors. I was like, put it on charge BT and get your grammatic error fixed. He said, no, that it's going to detect I use ai. I was like, is this so strict to that extent? He said, yeah, we really use AI for some stuff here and coming to the US for my PhD. Also, there are some courses when I'll be like, I'm going to see generative AI is allowed. I'll be like, wow, it's allowed here. And there are some courses it'll be stated is not allowed. You can't use it at all. So those are some, lemme say, some ethical concerns that I've already experienced about it. And the remaining one is personal. I don't know if it's allowed or not allowed. I just want to be creative and try to be more productive. And instances, I'm currently an intern in a mental health clinic whereby after seeing my clients, I have to give a review of the session, stuff like that. So in most cases when I finish giving a draft of that, then I'll be like, okay, I put it in a more formal way. I will explain it in how I understand it. But in such cases, again though, I make sure I don't put the name of the client, I'll just be like a random client, but I still don't know. There's no any policy that says probably is allowed or not allowed or it is, I just wanted to use it for documentation. So those are some ethical concerns about it that I've experienced.”
  + FG3P2: “So my department also had a similar issue that [FG3P3] was talking about that we didn't have a policy yet and there were some situations that were popping up and it's technically not cheating if we don't have policies or statements about it in our syllabi. And my department now has a generic statement that was given to every instructor to use and put in our syllabi.”
  + FG4P1: “[FG4P2], go ahead… I would also chunk this question into two halves of an answer, and one is the direct use individuals using it, which I think [FG4P2] covered really well. And then there's the other side of it, which is because we're using it, it means that we also have the ethical burden of the development of ai. And one of the things that really freaks me out is the amount of theft, the amount of web scraping, the fact that it's our personal data that is being scraped and sold and stolen from us and repackaged and given to others. So not just the data privacy of what we as users feed into it, but the really, really scary billion dollar corporations that are taking all of this information without our consent. And the other thing that I want to bring up is specifically image generation ai, which I feel like we haven't talked about a lot, even though it is really, really popular right now. And again, the ethical use there of artists' work being stolen and uncredited and regurgitated and copyright just being blown to pieces. And then the final thing of ethical use of AI that I want to bring up is that the way that we interact with robots and computers does shape the way that we communicate with one another. A lot of personal AI assistants are given female voices and people are really rude and abusive towards them. And so I think in some ways AI has given us a scapegoat for some of our worst human behaviors. And you have a robot that just has to take it and maybe make a joke and response. So that would be another ethical use concern that I have of AI is that I think it can lead to some really immoral and inhumane behaviors…. Has anyone here made a syllabus for UA before? Okay. Yeah. So when you're making your syllabus, you have to include your AI statement, and there's I think three different levels of pre-written ones that you can include. One can say You're not allowed to use AI in this course. One says, use your best judgment, use caution. And then there's another one that's written very positively that's like you are encouraged to explore tools if you use them, here's how you're allowed to. And it has an example statement of how the students can disclose their usage of it. So that's the one that I use in my courses, and I make it way harder to use AI than it is to not, because you have to write out, I make them show me example prompts of how they used it and stuff like that and screenshots. But I know that at ua, one of the example policies is that you are allowed to use it, and that disclosure is essentially the most important aspect of it. And of course avoiding any direct plagiarism.”
  + FG4P2: “Okay. So most of the issues that I'm aware of using AI are people using it underneath the category of plagiarism and using it to write all of their papers, which is concerning because we are in a generation of people who don't know how to write a paper, which I can't say that I'm the best at it, but I'm giving it a solid effort. And so I think that that's what's important is giving it your best effort. And so that's one of the primary issues that I see. And I also see in the field as an ethical use of AI, having the issues of clients and where do we find a barrier of what information can you put in to AI and what can you not put into ai? Because there are some things that you just straight up should not put up on the internet unless it's underneath a secure database… But there are people who are like, oh yeah, no, write my case notes. Here's all their personal information, let me write that. And so I think that's my biggest concern is people ethically is people putting in personal information of clients. And then also, where do we draw the line of plagiarism and where do we say, Hey, you are not able to write a paper at all because the only paper that you've ever written is you typed it into chat GPT, and it gave you the entire paper. And so I'm not really aware of any current policies that we have other than most people just saying, not use it on my syllabi. Most people are like, just don't touch it, don't use it. And I think that's where we're kind of getting into where do we draw the lines with this and where are we? We are wanting our students to be educated and use this technology, but also at the same time, they're using it for the wrong reasons. And so I think that's the issues that I know most is the issues with plagiarism and where do you draw the line with using it with clients. But [FG4P1] has mentioned the technology that you use to have accessibility to things is something that we need to learn about too. And so I think that that's something that we also need to have a conversation about. But I don't know if that actually answered the question. I'm just rambling at this point. But yeah, the issues are like plagiarism. That's the big one that I hear a lot about. And where do you draw the line with using it with clients? And then I haven't really heard a lot about a lot of policies other than just simply don't use it…. As far as direct policies, oh, sorry, [FG4P3], you can go. Okay. As far as direct policies that state, this is the ethical use of ai, no, I haven't really been told of any. I think I mentioned that earlier. I haven't looked into it. So this is my lack of knowledge because I haven't examined it further because I do have my hard boundary of using it with clients. But as far as I'm aware, my field has not put out anything that said, here's your ethical use, but that's just because of my own ignorance and my own lack of research into it.”
  + FG4P3: “I would just echo what both [FG4P2] and [FG4P1] have said. I think within this academic setting, I think of ethical concerns related to plagiarism and client confidentiality. I also think as we're growing, as he was talking about, we have a responsibility as AI continues and advances, but I also think to younger generations too, if their access to AI increases what's going to happen with their education. I think it's definitely one thing to be plagiarizing a paper in college, but it's also a big deal to not know how to multiply because you rely on AI for everything, which maybe would be okay. We have technology with us at all times, but these are conversations and questions that we need to think of. And then the only policies that I've heard of is just don't use it…. Yeah, I was just going to say, I also know from writing a syllabi that you have the statement. I think there are the options, but at least in our department, it's very much encouraged to take the just don't use it approach to use that statement.”
  + FG4P4: “Okay. With the policies like at Alabama. So I had taught a course in I think last year, and so that was around the time where chat GPT, the people having a problem with chat, GPT was really becoming a concern. And so I think I remember just having a very quick brief email sent out to me right before and being like, Hey, we're going to start putting this AI catching system into turn it in, start checking that when you're grading. Thank you. That was really it. We didn't receive a why or why is this bad? I think mean, obviously we know why, but everyone's reasoning is different. And so I think it would have been better if we would've had an actual training or an actual reasoning or policy as to why we were making this punitive on students. So there were no real policies told to me about that. And then the issues or policies is really just until the department themselves does the research on what AI usage is and what we can do, we cannot use it whatsoever. So that's been my experience with that. And then with my concerns of the ethical use of that exactly, with my field of thinking of treatment planning, clinical note writing, conceptualization, that does involve putting in as much as you can about a person. And just because you de-identify it, you can't do much when you have to put in all the details. So I personally would not, I don't think that would be a good idea. But if you were to use it for your research to maybe find poll or if you have a writer's blog, I think that would be okay to use there.”
* Do you have any concerns about the ethical use of AI? If so, could you describe your concerns? Any examples to share?
  + FG1P1: “I think that just like [FG1P2] said it, but even turn it in, catch ai, I suspected that a student AI to write their paper, but I mean in didn't say anything because it doesn't have the AI feature. And I also was like, I'm not going to go out of my way to figure it out because I don't even know how you detect whether AI has written an assignment for somebody. But yeah, I think AI is ever evolving and so it's hard to keep up with having things that are checking for ai. And then I also think sometimes I have written something before just to see, because I know they have something on Google that will tell you AI has written something and I wrote a sentence and it says that it was 80% AI generated when I came up with it on my own, but then I copied and paste something from there, and then it still said ai. So I think, like I said, it's hard to keep up with it. And because the student writes, well, you shouldn't say like, oh, they're using AI when it's actually, they just have really good writing and they write similar to a computer.”
  + FG1P2: “I think people can use it ethically. I just have the feeling that some people will try to see how far they can push it. So I think you have the mix, but I think you get that with anything. ai, you see it, but the same thing. You see that with, there's no reason why we have to have turn it in because people will still plagiarize, even if you say plagiarism is not acceptable. So I think there's an ethical concern with anything. They're going to get people that are going to bend it and see how far they can get it until it breaks. But I think it's okay. I think my biggest ethical concern is when they use it to write papers, are you writing papers with it that's ethically wrong. Are you passing your own work off as chat t's work? That's wrong. But using it as in a help, I don't think there's anything wrong with that in terms of I need help reading this article. It's 50 pages and I have this assignment due in an hour and I'm slacked off and it's my fault, but I got to get something that may be not ethical, but it's going to toe a line more than I'm going to say, do this assignment. Give me an example of how to use classical conditioning in treating this disorder that may be doing your homework for you versus read something for me that I don't have time to read. So I think there's ethical concerns in anything. I had that happen this past year at the graduate level. I had writer's block for my first semester and my second semester I finally pushed through the writer's block and my writing turned around and I was asked, did you use ai? It's too good. And I learned this following an incident with turnitin.com when they gave you an AI score. I had a student of mine, I tossed it through it and it was giving an AI score of 60%, but we were a Google campus. So they Google shared a Google Doc with me and it showed me minute by minute typing, and there was no way it could have been a copy and paste from ai. And I was able to provide evidence that we cannot, to the university, we cannot use turnitin.com as the measure of ai because I had a minute by minute transcript of her typing and I was able to do the same to defend myself and saying, this is a minute by minute transcript of my writing on Google Docs. And so I think when you do have those ethical concerns, getting to the point where you get students to defend yourself against these accusations, use Google Docs Because It's a minute by minute transcript of a person typing on what day and how much information and how fast a person can type. And most people cannot type more than a cent or two in a minute. And so you can see how fast something gets put down and can determine are they copying and pasting something or are they typing it? And that was something that I thought was really, really full of way to defend yourself against unethical use or unethical use of accusations of ai, if that makes sense.”
  + FG2P1: **“**I think [FG2P2] touched on my concern about confidentiality. How is the things that I've searched, stored and who is actually looking through it except me”.
  + FG2P3; “Also. Go ahead, [FG2P2]… Yeah, and I was just going to say just [FG2P2]'s earlier comment about doctors having patients' information go through chat GPT, that was just even stirring things within on one hand holding how messed up our mental health system is that there is an undue burden on providers. And also thinking about the ways that some amount of slowness and care that doesn't just try to produce the, I'm just thinking about how there's so many problems in it and wondering if there's room to linger and dwell on things. And I am just thinking in my own work, if I rely too heavily on ai, it feels like I get rid of some of the slowness that often produces the creative ideas that I didn't know were originally there. And so yeah, just in a way that doesn't make it seem like, ah, technology is going to make us all lazy, but I'm curious about ethical ways to use AI that sort of preserve some of the human ingenuity that feels important for therapeutic work, for creative work for both of which I feel like my work does.”
  + FG2P2: “Oh, okay. Really quick. Thinking of my research interests, which has to do with reproductive, which includes access to abortions and the landscape we find ourselves in the us, there is always that slight concern in the back of my mind of is this somehow going to come back to me if I'm searching strictly for research purposes, but even, yeah, I might know someone that needs assistance in that area. Am I going to get in trouble? Florida, which is where I'm at, has become more restrictive. But there's other states that even you trying to help or even giving information about where to access an abortion, now you can get in trouble. So there's definitely concern about if I'm searching some of these things and I'm using these terms, I guess what might happen. So I just thought of that right now. And I guess another thing to worry about regarding this very controversial topic,”
  + FG3P3: “I guess my biggest concern, if someone were to use AI in a social services field, we all work with children and adults and there's confidentiality and me, I don't know where all this information goes when I ask it stuff. So if I were to put in information about my client, that's me breaking confidentiality, that's hipaa, that's just broken right there because I mean I'm talking to a computer, but I also am like, where is this information going? I don't know what they do with that information. I just feel like I think that's wrong. I don't think anybody should be putting in private information sensitive information like that and asking it to do something with it.”
  + FG3P2; “Yeah, I echo that. And the second it just prompted a thought of mine, I was trying to figure out how to use AI to protect that identity of the students. I have children in my dissertation and we're recording sessions and I don't want to see the children's faces. I'm looking at the teacher and I'm seeing how they're conducting this intervention, but I couldn't. And I posted on graduate school forums about this. I was trying to find an AI that could do that, so I wouldn't even see the faces. I could just say it to do it and it would cover them. But then I was like, where are they going to store these faces? And one of my committee members actually brought that up and she was like, you have to be very careful because you have to go through all these privacy policies. And I'm not trying to, in the sense of trying to protect these children, give their identities or assemblance of them to a computer that can generate lookalikes or stuff like that. So that's a concern of mine. I'm in research and I'm not in clinical psychology, but I have proximity to it and I definitely have a lot of ethical concerns about it being used in the sense of clients diagnoses treatment plans, that takes away the humanistic aspect of what we are here for. And I would feel uncomfortable as a patient of someone just uploading me as this random person and getting information and ideas for how to work with me. So there's definitely concerns about just in general the field of psychology and how to go about using aI.”
  + FG3P1: “Yeah, I already did that. I don't have any other concern about it. Yeah.”
  + Note: For FG4 this question was not asked.

**Topic 6: Participants’ educational needs regarding AI**

* What do you want to learn more about AI?
  + If there is an educational program for college students like yourself to feel competent in understanding and using AI, what curriculum or class do you think need to be taught in that program?
    - FG1P2: “I think ethical use, how to properly use it, how it can be a tool for academics, how it can be a tool for those who are going to go into professional practice. I think those are things that I would love to learn about. I would also love to learn about what not to do. And I think it should be information that's provided both to the how not to use it and how to use it both to graduate and undergraduate, but I think it should be tailored. So undergraduates different than graduate and vice versa.”
    - FG2P2: “I guess I would say similar to that presentation we were given, how is AI applicable to social work research? So I'd be interested in a class and something that focused on that, but also within clinical social work and then the mental health field in general or healthcare in general, how is it applicable to those areas? How can you use it safely, ethically, maybe through over time people with these ethical concerns can help advocate or even create a sort of AI system that does uphold, at least for social workers, our code of ethics and for healthcare, it upholds confidentiality and those really important things that really only humans can ensure Machines are not going to know, they're just going to do what we tell them to do. So something like that that covers how to use it safely and ethically, or even just informing students of these are the dangers of it, these are the potential harmful effects, the consequences. So maybe air on the side of caution, I would say I'm not going to touch that. I'm never going to use AI for progress notes or for anything regarding my work with my clients. It's just not worth it to me. So I guess something like that, some sort of education regarding that, even if it's just simply like this is what it is, so you choose but probably don't use it. That would be helpful for me to know as well.”
    - FG2P3: “I think just as a young person where this does feel like a defining era of coming to be more education on other historical technological comparative, chromatic shifts would be really interesting to know what sort of fears were felt by normal people and the unbridled promises of previous technologies and the ways that technology has never really given us everything that we wanted. I don't really have a memory of before internet. So yeah, it would be interesting to build into the learning other historical moments that seem to hold as much promise as this one does, and moments for reflection on ways that things that seem new can become really ingrained and integrated.”
    - FG2P1: “And then I'd also like to add to learn about specific AI based apps or tools, maybe chat, how to use it for certain stuff as a PhD student, how to use it for literature review. And then there's also the ccbt based therapeutic app we bought, how to use that. So learning about those specific app that's applicable, what [FG2P2] said to our field would be helpful because those are actual tools that our clients or me, myself might be using. And so learning how to use it more safely, ethically, or more in a productive way would be also a way to say it”.
    - FG3P3: “I don't know if I want to actually learn more about ai.”
    - FG3P2: “Answer too. I think it's fun learning about ai, but I feel like it also, it's scary learning more about it because it can do a lot of things that I can't do. But I feel like if students were wanting to take a class all about ai, they have all this knowledge and they can be smart with it and use it to their advantage. And that's another thing that I don't want happening. I don't even want in the curriculum. I'm just like, no, I'm fine with the knowledge that I have with it. I can ask you questions, it can help me. It can be a useful tool and be in assistance. But other than that, it's just scary because what was it a couple months ago I read about quantum AI and I'm like, what the heck is that? And I was like, this is too much for my brain… I definitely think there's a place for it in general. I think that a nice pairing, here's an example of what you can use with it today. We're going to learn how to reference, get our references created correctly, stuff like that. And then also on the other hand, pairing it with, and here's how to use it correctly in the sense of here's a statement that you provide. I think that information makes it a lot less scary and helps us feel like we're not doing something wrong. How do I state that I used AI to make a table or that it looked in my references for me? I want to know how to do that so that I can properly give credit and not feel bad about using it or being hesitant that I've talked about. So I think ways that you can use it to make life easier and also in hand, here's how you can go about it the right way would be exciting to have.”
    - FG3P1: “Yeah. Okay. So for me, I be like, yeah, I want to would something that tells you more about ai, but I feel we cannot have something specific that tells about AI because it differs based on field, based on your tax, based on what you want to use it for. So what I would prefer to be in the curriculum more is policy updates. You don't know how you want to use it. You don't know when you are going beyond your limits. So those are the things that should be updated in different disciplines about it. I feel professionals, associations, stuff like that. Then if they're bringing probably anything about learning about it, it should be like these are your boundaries and you can explore more and it can make you more creative because I feel it is just a tool for you to use. You cannot be taught how to use it because you can use it and it depends on what you want to use it for. So it can be, I feel that should be the most important thing that should be right now because it can't be scrapped. I need to continue to be developing and advancing. But when we know the limits in probably academics, career, society, then we are going to know that, okay, we're going beyond this and this should be against the law. So that's what I feel the educational program can probably contain. The curriculum can contain for disciplines, it cannot work for general. Yeah, thank you.”
    - FG4P2: “I think that I would like to learn more about how we can use it in a positive manner. I've already learned so much about [FG4P1] talk and about the accessibility features that we have using ai. I think they did a great job of explaining to us how they use it in being able to communicate with others. And so that's something that I think that as social workers, learning how we can benefit our clients and learning how we can use that to help the people that we work with is going to be very important. I think that that would be a good course about what can we use, what are the different technologies out there and what's appropriate for what problems that our clients may be having. But I also think having a conversation and information sessions about what are the ethics, because like I said, I haven't looked into it… And so I think it would be important to have that conversation. I would like to learn where do we draw the line where AI is concerned and what can we use it for that's beneficial Instead of it just being all this is terrible, this is scary, this is bad because it's there. And unfortunately that's just something we're going to have to get used to. Well, not unfortunately, there are positives to it, but that's just something that we're going to have to get used to. We're living in an age where technology is at our fingertips and we have to use it. We don't really have much of a choice. And so I think if we have a conversation surrounding ai, that stuff that I would like to know on where our boundaries are using it in the future with clients and with programming for whatever we do in our future, and also how we can use it as an accessibility tool would be something that I would be so interested in learning, because that's our goal is to make sure that our clients are as the most comfortable as possible. And so that's just stuff that I would like to learn about.”
    - FG4P3: “Yeah, I think in a course, something that I would want to learn more about before feeling comfortable using AI is the history or what the underlying components of AI too and the climate impact. I think it's important to know that if you're then going to use this tool to be fully aware of everything related to it. So I think having content like that in the course, but then also [FG4P2] was talking about the positives, positive ways we can use it. So how can we use it to increase accessibility or find resources or things like that. That's kind of what I was thinking about.”
    - FG4P1: “I love that you brought up wanting part of that course to be the understanding of how it works or why it works or where it's coming from. I would definitely say that a mini course on, I think computer literacy is something that's being left out of the conversation. Understanding file structures and understanding how your computer is set up and being able to run an LLM remotely on your computer so that it doesn't send data across any servers is a really, really critical skill. But it's also something that I don't think most people who use computers would feel comfortable doing. And so I think that an AI force is most effective if it includes the computer literacy skills and also a really, really clear definition of what they mean by ai. Because if I see a course that's listed on ai, I mean, it could mean we're learning about Google Translate, right? That's one of the most common use cases of AI is Google Translate. So I think it would be really nice for it to specify, is it talking about natural language processors? Is it talking about. chatbots? Is it talking about LLM usage? Is it talking about a paid program? I think anything that improves transparency around it is helpful.”
    - FG4P4: “That is exactly where we point was going to go. Exactly. Can we have an educational program on the differences in ai? Because I think we do tend to forget that it has been there. We just haven't. We are now naming it for a different reason or a different way, or at least again, in my conversations, people think AI chat GBT immediately, and it's like there's other ways to look at it. So I think it's exactly, so just really specifying what it is, what does for you and how we can use it, and especially if this educational program is here at ua, how we can use it here, really clarify these policies because I think some of our personal fears are just projected fears from the departments. So even just how departments would want to use that would be very beneficial.”
  + What content do you like to have in this class or curriculum?
    - Note: In FG1, this question was posed out of order as “Well, we'd like to develop some AI training or AI education or curriculum. What is your suggestion to make it more useful, helpful, and it makes sense to take it.” Later it was phrased “Do you have any specific content that you like to have a training on?”
    - FG1P1: “Could I answer the question that you just posed? Yes, please. Yeah, I think it really just needs to be really elementary level education. I think because all of us come from different areas on how to use ai. And then I just realized I have received AI education when I was at a conference at UNCF, the United Negro College Fund based in dc. And they taught us how to use AI generative texts and to help with entrepreneurship as far as advocacy work or to increase our income. And when I was sitting there, it was like some of the stuff was like, wow, I should know this. This should be common sense. But it wasn't that you have to walk chat GPT step by step by step to give you your idea. And I feel like before that I just thought you just put what you want into chat GPT, and it will do it automatically. Not that it just required you to essentially walk it through and by the time you walk, chat gt through it. You might as well do it yourself because you might as well do yourself. And I think ly, if there's going to be AI education, it needs to just be very elementary and give people, I guess prompts to input into chat gbt just to let them gain it, be an exercise that they can practice so that when they do it on their own, they can get the results that they want… Yeah, I'd like to see exactly what AI can help you with. What if AI most useful for rather than us just going to AI for everything and getting wrong information, exactly what can it be used for. And then also I said before, just step by step on how to use it. How can I tell chat GPT or Google Gemini or whatever their other ones called Facebook to give the information that I need rather than having to spend five minutes on there trying to get tell Jett GPT, like, you're wrong. This is how you need to fix it.”
    - FG1P2: “I… Yeah, I agree. Keep it elementary in the way that you're using it towards people who A, have never used it with the understanding that those who may have used it will also get something. And I think any education that is going to go into training and creating that I think is kind of like [FG1P1]'s and I'S experience where we were told to use this resource, but we had no idea how to use it. I think it's to give examples of how to use it. So one of the things I'm thinking of is how to use AI in academia as a benefit, but not as something that would cross a guideline to say this is the positive things and use it in this way versus don't use it in this way. And those types of things I think would be important or ways that you can use it or should use it. Some of the things that [FG1P3] mentioned earlier of I use it to synthesize or read through something or put something in layman's terms that stuff's helpful and teach us how to do that versus something that's unhelpful. Yeah, you can uset PG to do this thing and you're like, well, how do I do that? And how does that look like? And what are examples of people who've done that and what does it give you? Those types of things, if that makes sense. Keep it easy and easy to understand.”
    - FG2P2: “I guess I would say similar to that presentation we were given, how is AI applicable to social work research? So I'd be interested in a class and something that focused on that, but also within clinical social work and then the mental health field in general or healthcare in general, how is it applicable to those areas? How can you use it safely, ethically, maybe through over time people with these ethical concerns can help advocate or even create a sort of AI system that does uphold, at least for social workers, our code of ethics and for healthcare, it upholds confidentiality and those really important things that really only humans can ensure Machines are not going to know, they're just going to do what we tell them to do. So something like that that covers how to use it safely and ethically, or even just informing students of these are the dangers of it, these are the potential harmful effects, the consequences. So maybe air on the side of caution, I would say I'm not going to touch that. I'm never going to use AI for progress notes or for anything regarding my work with my clients. It's just not worth it to me. So I guess something like that, some sort of education regarding that, even if it's just simply like this is what it is, so you choose but probably don't use it. That would be helpful for me to know as well.”
    - FG2P3: “I think just as a young person where this does feel like a defining era of coming to be more education on other historical technological comparative, chromatic shifts would be really interesting to know what sort of fears were felt by normal people and the unbridled promises of previous technologies and the ways that technology has never really given us everything that we wanted. I don't really have a memory of before internet. So yeah, it would be interesting to build into the learning other historical moments that seem to hold as much promise as this one does, and moments for reflection on ways that things that seem new can become really ingrained and integrated.”
    - FG2P1: “And then I'd also like to add to learn about specific AI based apps or tools, maybe chat, how to use it for certain stuff as a PhD student, how to use it for literature review. And then there's also the ccbt based therapeutic app we bought, how to use that. So learning about those specific app that's applicable, what [FG2P2] said to our field would be helpful because those are actual tools that our clients or me, myself might be using. And so learning how to use it more safely, ethically, or more in a productive way would be also a way to say it”.
    - FG3P3: “I don't know if I want to actually learn more about ai.”
    - FG3P2: “Answer too. I think it's fun learning about ai, but I feel like it also, it's scary learning more about it because it can do a lot of things that I can't do. But I feel like if students were wanting to take a class all about ai, they have all this knowledge and they can be smart with it and use it to their advantage. And that's another thing that I don't want happening. I don't even want in the curriculum. I'm just like, no, I'm fine with the knowledge that I have with it. I can ask you questions, it can help me. It can be a useful tool and be in assistance. But other than that, it's just scary because what was it a couple months ago I read about quantum AI and I'm like, what the heck is that? And I was like, this is too much for my brain… I definitely think there's a place for it in general. I think that a nice pairing, here's an example of what you can use with it today. We're going to learn how to reference, get our references created correctly, stuff like that. And then also on the other hand, pairing it with, and here's how to use it correctly in the sense of here's a statement that you provide. I think that information makes it a lot less scary and helps us feel like we're not doing something wrong. How do I state that I used AI to make a table or that it looked in my references for me? I want to know how to do that so that I can properly give credit and not feel bad about using it or being hesitant that I've talked about. So I think ways that you can use it to make life easier and also in hand, here's how you can go about it the right way would be exciting to have.”
    - FG3P1: “Yeah. Okay. So for me, I be like, yeah, I want to would something that tells you more about ai, but I feel we cannot have something specific that tells about AI because it differs based on field, based on your tax, based on what you want to use it for. So what I would prefer to be in the curriculum more is policy updates. You don't know how you want to use it. You don't know when you are going beyond your limits. So those are the things that should be updated in different disciplines about it. I feel professionals, associations, stuff like that. Then if they're bringing probably anything about learning about it, it should be like these are your boundaries and you can explore more and it can make you more creative because I feel it is just a tool for you to use. You cannot be taught how to use it because you can use it and it depends on what you want to use it for. So it can be, I feel that should be the most important thing that should be right now because it can't be scrapped. I need to continue to be developing and advancing. But when we know the limits in probably academics, career, society, then we are going to know that, okay, we're going beyond this and this should be against the law. So that's what I feel the educational program can probably contain. The curriculum can contain for disciplines, it cannot work for general. Yeah, thank you.”
    - FG4P2: “I think that I would like to learn more about how we can use it in a positive manner. I've already learned so much about [FG4P1] talk and about the accessibility features that we have using ai. I think they did a great job of explaining to us how they use it in being able to communicate with others. And so that's something that I think that as social workers, learning how we can benefit our clients and learning how we can use that to help the people that we work with is going to be very important. I think that that would be a good course about what can we use, what are the different technologies out there and what's appropriate for what problems that our clients may be having. But I also think having a conversation and information sessions about what are the ethics, because like I said, I haven't looked into it… And so I think it would be important to have that conversation. I would like to learn where do we draw the line where AI is concerned and what can we use it for that's beneficial Instead of it just being all this is terrible, this is scary, this is bad because it's there. And unfortunately that's just something we're going to have to get used to. Well, not unfortunately, there are positives to it, but that's just something that we're going to have to get used to. We're living in an age where technology is at our fingertips and we have to use it. We don't really have much of a choice. And so I think if we have a conversation surrounding ai, that stuff that I would like to know on where our boundaries are using it in the future with clients and with programming for whatever we do in our future, and also how we can use it as an accessibility tool would be something that I would be so interested in learning, because that's our goal is to make sure that our clients are as the most comfortable as possible. And so that's just stuff that I would like to learn about.”
    - FG4P3: “Yeah, I think in a course, something that I would want to learn more about before feeling comfortable using AI is the history or what the underlying components of AI too and the climate impact. I think it's important to know that if you're then going to use this tool to be fully aware of everything related to it. So I think having content like that in the course, but then also [FG4P2] was talking about the positives, positive ways we can use it. So how can we use it to increase accessibility or find resources or things like that. That's kind of what I was thinking about.”
    - FG4P1: “I love that you brought up wanting part of that course to be the understanding of how it works or why it works or where it's coming from. I would definitely say that a mini course on, I think computer literacy is something that's being left out of the conversation. Understanding file structures and understanding how your computer is set up and being able to run an LLM remotely on your computer so that it doesn't send data across any servers is a really, really critical skill. But it's also something that I don't think most people who use computers would feel comfortable doing. And so I think that an AI force is most effective if it includes the computer literacy skills and also a really, really clear definition of what they mean by ai. Because if I see a course that's listed on ai, I mean, it could mean we're learning about Google Translate, right? That's one of the most common use cases of AI is Google Translate. So I think it would be really nice for it to specify, is it talking about natural language processors? Is it talking about. chatbots? Is it talking about LLM usage? Is it talking about a paid program? I think anything that improves transparency around it is helpful.”
    - FG4P4: “That is exactly where we point was going to go. Exactly. Can we have an educational program on the differences in ai? Because I think we do tend to forget that it has been there. We just haven't. We are now naming it for a different reason or a different way, or at least again, in my conversations, people think AI chat GBT immediately, and it's like there's other ways to look at it. So I think it's exactly, so just really specifying what it is, what does for you and how we can use it, and especially if this educational program is here at ua, how we can use it here, really clarify these policies because I think some of our personal fears are just projected fears from the departments. So even just how departments would want to use that would be very beneficial.”
* What other types of resources of support may be helpful for college students like yourself to feel competent in understanding and using AI?
  + FG1P1: “I don't know if it's a resource necessarily, but I think I would love the opportunity for faculty and students to come together and to be able to express their concerns about ai because it's like you have the professors on this hand and then students on the other hand, and even though we hold the most power as students, believe it or not, because our money is paying the faculty salary in practice, that's not really the case. And I think that it would be nice just for faculty to hear our concerns about, okay, this is why AI is helpful for us and this is what we're using it for. Rather than in pairing up what they may think like, oh, the students are using AI to write their entire paper for them… Yes”.
  + FG1P2: “I think at the graduate level undergraduate, I think you should definitely hear our concerns, listen to people and how they're using it and why they're using it at the graduate level, if we're using it particularly in a field or a specific way, there should be one faculty member who becomes the resource, whether it's via email and know that it may take 'em a couple days to get back to you because they're a faculty member, but say, okay, if you're going to use it to help in professional practice, here are the ways that we've used it. And come to me if you have questions. So maybe make it a faculty member thing or even the library, put it on the desk of those who are the research experts for them to learn some things and be able to toss it to our students. If we want to take it off faculty members and put it back to the library. I think [FG1P1] may have mentioned earlier, toss it to the library. It should be the library's job, but yeah.”
  + FG2P3: “Wait, can you repeat your question? I think you came out for me for just like 30 seconds… I think on a pedagogical level, I would love more tools from the university as a TA to be like, we can tell when you plagiarize because you really can. You really can. And I've just seen students turn in essays that they clearly did not write. Yes, that's more on college side and teaching side, but”
  + FG2P1: “Yeah, I agree. How to detect totalism.”
  + FG2P2: “Yeah, I would say I guess if colleges or classes or professors we're able to invite guest speakers or people who are actively using AI in their field, in their social work field, at least for me, so that they can come in and share their experiences. So it's not just theoretical, this is how I use it, this is how you guys can use it, unless a professor already has that experience, which would be helpful too. But I guess just real world examples, real lived experiences I think would be a good type of resource that would be supportive.”
  + FG3P1: “Yeah, somehow probably. I feel there is a stage probably is going to get there. The way, sorry, I didn't get the name Lindsay right? Yeah. The way Lindsay said, how you use it for stuff like this. If we're in a class and probably a faculty or lecturers or professionals, we see them using it in a way, then that would be a guideline for us. We wouldn't go beyond that, but I don't think I've encountered something like that. So when we see it, then we are going to like, okay, this is the way to use it. We can't use it this way. So I feel those are major resources and probably in student handout it's explicitly stated there, this is how we go about it. So I think those resources can be a support system of how college students can feel more competent in understanding and using AI and not using it in the wrong way, but the more ethical way.”
  + FG3P2: “I think one resource or would be really helpful if it wasn't just webinars to go to, because time is limited, especially in graduate school. If I can go log in and watch something after the fact or I can read something, I much prefer that. I think that that expands how many people you can this exposure, this knowledge to. So if I could go and search on just on Alabama in general UA and find resources, I would use them. I would look at them at my own time and I would appreciate them.”.
  + FG3P3: “Yeah, I think I'd do the same thing. I would just watch videos, some articles, something that's just like I can do on my own time because eight to five and then sometimes coming home at like eight 30, I'm like, I don't want to do anything else. I want to go to sleep.”
  + FG4P1: “This is kind of an answer to both this one and the last one, but the other thing I wanted to add is how to talk about it particularly with professors, Like how to self-advocate in particular. Okay, so chat, GBT tends to be very, it has a very specific tone that it takes on, and that tone is very similar to the tone that a lot of people for whom English is a second, third, or fourth language used in their writing because it's technically correct. And so there are students who are already at higher risk of running into issues with professors at our school who are now being constantly accused of using AI in their writing when they have not. So some kind of advocacy. I want to know who on campus do I go to if I get accused of using ai, or if I have a friend who is being accused of ai, who on campus do I go to my point person as an expert who is able to advocate for students and advocate for professors and help that gap right now. Because right now it is very hostile. The higher ed attitudes towards AI use in writing is so hostile, and I think it's creating a sort of sense of shame around it. So in terms of resources or support in feeling competent, the first thing is feeling safe using it. I don't want to develop expertise in something that's going to get me in trouble.”
  + FG4P3: “Yeah, I was thinking the same thing of the thing that would make me feel competent or even just open to using it more would be clear policies as well. So what are the rules around using it? I think even these statements in a syllabus that's like we want you to explore AI and use your imagination with that is also pretty broad and could easily be turned around and be harmful for a student. So”.
  + FG4P4: “Yeah, I'll go ahead and just echo exactly what they've been saying, especially specifically here at ua. Having that conversation of how students can use it, in what way that they'll allow for the use of that. And yeah”
  + FG4P2: “I agree with both of those. I think understanding when and how we can use it and when it's appropriate. I also think that understanding, I guess when we are, there are people that have been accused of using AI when they haven't. And so I guess understanding what are the things that they look for when they're looking for AI would be useful to know as well. I know that there's an entire thing that looks, if you've written your paper in chat GPT or whatever, but what are other things that professors are looking for when they're trying to examine whether or not you wrote something in AI would be useful to know.”
* What other comments or suggestions would you like to share?
  + FG2P3: “I have one. I feel like there's a lot of opportunity for peer-to-peer learning. So when I was applying to PhD programs this spring, I was visiting a lot of different campuses, and surprisingly, AI came up many times. And two of the places that I looked at recently had sort of just a group of people within the cohort that we're sort of talking about how in a cohort of 20 ish people, it's likely that one of them is going to be using AI as scheduling their meetings and figuring out how to increase their productivity in that sense. Okay. Yeah. I… Yeah, I can hear you… What you said? Yeah, I was just thinking about how, yeah, there's a lot of opportunity for peer to peer learning and maybe that peer-to-peer learning is happening because there's not the scaffolding for actually a more robust curriculum that's applicable to us, but also because the technology does change really fast, there is some networking going on that maybe isn't visible from the top down, but that I am seeing happening around people being like, oh, that's something that chat GPT can help you with. Or that's something that it can't” .
  + FG3P2: “I think collaborating with other departments like head of departments, y'all may have already done that could be exciting to get College of Liberal Arts and on this following y'all's direction, but getting a bigger buy-in from people that we directly study under, they ultimately have a lot of power over what we're going to learn or see beyond what's provided at the university level. So that could be exciting if you guys got buy-ins from other departments.”
  + FG3P1: “I feel I would like to add that okay, the AI is in north already is in our life already. Most people use it, even some don't use it in it ethical way. So I feel the education is going around already, but how would this not hurt us? That's what I feel right now, using it the right way, ethically, I think it's something that we need to know, everyone need to know, using it in a more creative way. I feel that that would be also interesting to explore. And yeah, that's my suggestion about it.”
  + FG3P3: “I don't really have anything to say other than I do think it's exciting to learn about, but to just be careful with using it.”
  + FG4P1: “All I was going to say is a recognition that not all students are going to have the aim of wanting to either get better with it or feel more positively towards it. And that I hope it doesn't become a sort of conversion effort. I don't think that we need to evangelize the church of ai. I think it's important to be ready to get pushback from students who say, no, I want to learn by hand and I don't want, oh my goodness, I'm so nervous for the day that the AI thing pops up on blackboard. I am not looking forward to the day when I see a little sparkle emoji indicating that there is now AI in Blackboard. So I think being aware and ready to support students who are not looking to increase their competency with it… I've actually seen it reversed where I see millennials are heavy adopters. They really grew up with their hands in the computers. And I see a lot of very young, especially young members of Gen Z, who computers do everything for them nowadays. They don't necessarily have to get in the weeds of it, and I see that they're less likely to have adopted it.”
  + FG4P4: “That's my little sub where I was going with the focus on stigma. Just really, I think it'll be important. I think just what I got out of this group was fear, fear, fear and different sources of fear and different versions of that and why we all have our fears. And so I think just really focusing on the source of the stigma that even became a thing. Where did that become the fear? And so exploring that curiosity. Exploring the stigma. Sorry guys. But yeah… Very quickly, I'll exactly echo that. Whenever I've said that I've been having conversations with people who use ai. It is been older, it's actually been a lot older than me, and I'm the one because I am Gen Z. But yeah, I've been the one who said, Nope, I don't want anything to do with it. And they're the ones trying to convince me. So it has been very interesting to see that.”
  + FG4P2: “Think the same thing of respecting people's boundaries and fears within AI and using technology because I think that no matter how far advanced that we use, there's still going to be people that don't want to use it. And there's still going to be people that draw the line with using technology. And I think it's important to also examine our older students, our adult student population. They come back to college looking for support and unfortunately they are handed this whole brand new system that they have to learn and they are kind of forgotten and left in the dust a lot of times with all of this advancement that we've used in technology. And I think that it's important to focus on how we support older adults in returning to their education. Because I know that even if I were to get older, our technology so constantly, it's constantly advances that even whenever I'm old and want to come back, I know that I'm not going to know what's going on either. And so no matter how far an advancement of technology that we get, I know that there's going to be a time where we don't know what's going on either. And so I think figuring out how we can support and constantly develop that support for older students who want to come back is very important when looking at AI and how we can help give them that resource… No, I agree. I think that millennials have adopted it a lot and younger gen Zs are having a problem with it. But I also think that the people who are much older than millennials, like the Gen Xers, they have a hard time that they struggle a lot. And so I know that I've seen a lot of Gen Xers in my graduate program, and so when they're coming back they're like, whoa, now what's going on? And I think it's just because we as a general consensus or don't use it, don't use it. And so when they come back they're very confused. But millennials definitely, I think they're all up in it. They love it.”
  + FG4P3: “Yeah, I think I don't have anything new to add. I just echo what everybody else said and I don't really appreciate that [FG4P2] just brought up the older student population. And I think that's something to also think about with professors who technology, the adapting and changing technology is challenging for them.”