

# Learn with ChatGPT: Research Idea Development by MSc Taught Students

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## Digitally (Artificial Intelligence) Enhanced Education:

With the current development of AI tools (e.g., ChatGPT), institutions and students' attitude towards learning needs to be adapted digitally and psychologically. In this study, we will explore uses of ChatGPT in research idea development by MSc taught students.

## Fear (Educators' Perspective):

ChatGPT provides human-like responses to questions by combing and analysing the data resources used to train it – currently 45 terabytes of data. It makes easier for students to plagiarise. Students' learning can be hampered by these tools.

**However, why do students plagiarise?**

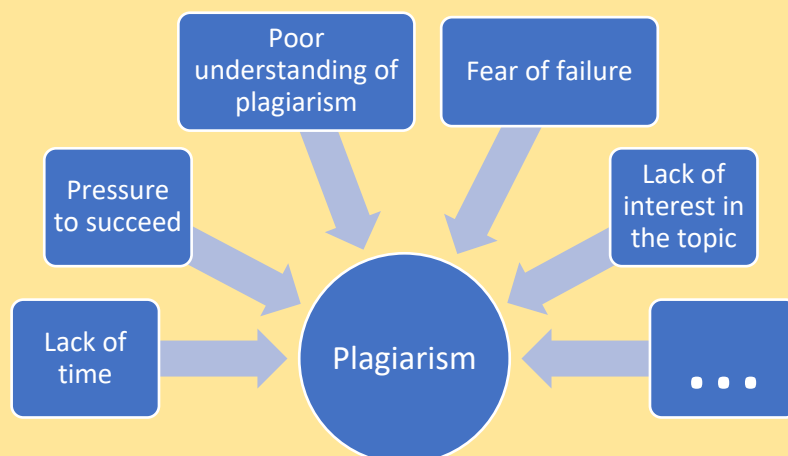
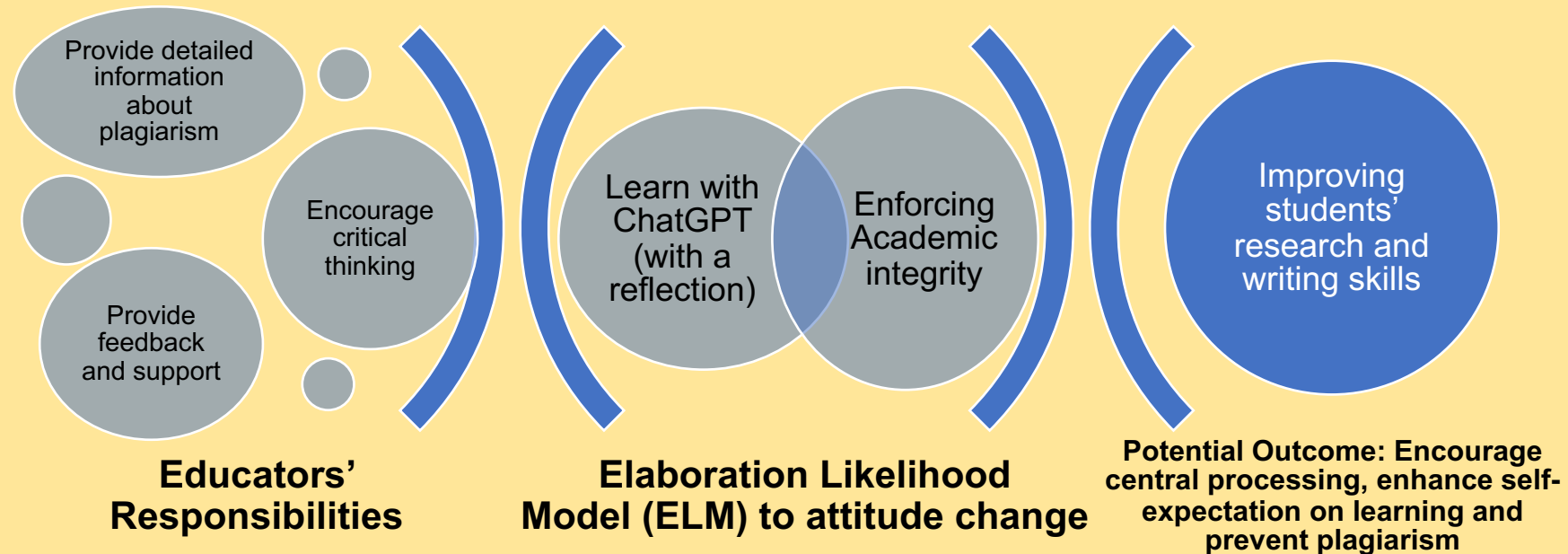


Figure 1: The factors involved in students' attitude towards plagiarism



## Attitude Change:

A commonly held belief in education is that "students will learn what they want to learn". McKeachie (1994) contended this belief and Doidge's (2007) found that motivation profoundly improves learning. Using ChatGPT with reflection can encourage students' critical thinking and through ELM central route of persuasion, educator can motivate students to increase their self-expectation on learning. We plan to pilot this idea with a small number of students using focus group study.

## Methodology - Learn with ChatGPT (with a Reflection):

- Students' will design a research question and put that at ChatGPT prompt
- Include the ChatGPT's text generation in a report
- Students' will answer the same research question from their own research
- Reflect on how their answer is different than that of ChatGPT and why.
- Get feedback and support from educator on the report and develop a research question collaboratively.

### Reference:

McKeachie, W. J. (1994). *Teaching tips: Strategies, research, and theory for college and university teachers* (9<sup>th</sup> ed.). Lexington, MA: D.C. Heath and Co.

Doidge, No. (2007). *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. NY: Penguin Books.