

The Paradox of Learning with ChatGPT: Investigating the Trust Influencing Factors

Yangfan Ou

Renmin University of
China

2020201628@ruc.edu.cn

Xusen Cheng

Renmin University of
China

xusen.cheng@ruc.edu.cn

Shuang Zhang

Renmin University of
China

zshuang2000@126.com

Tianzi Wang

Renmin University of
China

wangtianzi0402@ruc.edu.cn

Abstract

As a novel conversational tool, ChatGPT has revolutionized individuals' learning. Building on the grounded theory, we investigated trust influencing factors in students learning with ChatGPT from the aspects of benefit and risk. We interviewed 20 students with experience using ChatGPT as a learning aid. Factors were identified by qualitative analysis and existing papers. Findings indicate that high capability and high efficiency are benefits, and poor accuracy, poor expertise performance, and fabrication are risks. This research contributes to the knowledge on human-computer interaction and provides practical implications for students' learning.

Keywords: ChatGPT, Trust, Education, Benefit, Risk

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