

Interview 1

Interviewer: Thank you for taking the time to Participate in this quick interview. So today I would like to ask you a few questions about your experiences as a student with generative AI tools if you Use them obviously, just to get a general idea of how students use such tools and their perceptions of the potential benefits and any potential risks as well of, of generative AI tools. Are you happy to participate?

Interviewee 1: Yes, definitely. Thank you for having me here. So you can go ahead.

Interviewer: Yes. So can you tell me a bit about yourself before we start with the interview questions?

Interviewee 1: I am a third semester Master of Cybersecurity student. And I am currently, currently in my final year now, so assignments are coming up. I, I am part of many clubs, like a cybersecurity club, as well as Mahjong.

Interviewee 1: I like to be a part of these clubs because it kind of, apart from the social life, I can contribute something towards my friend group as well as peers as well. So that's one. and I'm really into the field of cybersecurity, I'm really into forensics. So right now I'm looking at different tools and how they can help me decipher, decipher many images, extract data from images, and also I'm trying to compare all of these tools to See how they stack up.

Interviewer: Okay. Great. So you're doing a master of cyber security. Yes. Yeah. So you definitely use lots of different kinds of software to help you with, with studying.

Interviewee 1: Definitely. Some of them are prescribed. Some of them are left to us, whether we, some of them are suggested that you can either explore them on your own or look at web resources and then make a decision for yourself.

Interviewee 1: There are paid versions, non paid versions, open source, really depends. .

Interviewer: Okay. And do you so as part of using all these tools to support and help your study, do you also use generative AI tools, any of them?

Interviewee 1: Most generally not but like if I wanted to get a proofreading done, then I use ChatGPT, which is the largest Generative AI out there. That's pretty accurate. I've tried BARD, but BARD isn't that refined, so I avoided using it. And, As for coding based stuff, I really don't use ChatGPT because now with the new update, the 3.5 update, it has been giving a lot of wrong answers. Yeah,

Interviewer: so you use ChatGPT mostly for proofreading and editing?

Interviewee 1: Yes, most definitely,

or trying to find synonyms or a better structure for the sentence. yeah, so mostly for language, the language side of things. and not for facts and actually writing things with it. Definitely not for facts, because, I mean, there's, I think under ChatGPT, under the text box, there's a little warning that says the corpus was last updated in September 2022.

Interviewee 1: So I know for a fact that any fact that is like, if I asked something, a news article or some reason after that date is going to be wrong or just made up.

Interviewer: And apart from the language based ones, do you use any visual generative AI tools like for videos and images and so on, or not really?

Interviewee 1: I did give Adobe's image editor a try, but it wasn't really appealing to me. So if you, for Adobe, they have integrated this new plugin where you just put in put in an image and in a search box, you can just, or, or the prompt box, you can just type in whatever you want to see, and it can generate AI art.

Interviewee 1: But most of the times the AI art looks a little off and quite fake, so it wasn't for me. .

Interviewer: Okay. So the only one you've, you've tried to use was the Adobe one?

Interviewee 1: Yes. And a few AI art generative websites online, but they were way more awful. They were awful.

Interviewer: Okay, I see. And so apart from uni work, have you, have you used so when I say uni work, I mean assignments, working with lecture materials and

all that, but outside of that, have you used it for anything else? Like any extracurricular activities, any hobbies you have?

Interviewee 1: Yes, I have used chatGPT for meal prep. So a lot of meal prep planning because I am a vegetarian two times a week. So I really need to make a proper planning schedule so that, so that the vegetables maybe don't rot off or I can say like, basically I can optimize my week.

Interviewee 1: And It did take a few tries because because Indian cuisine is not really fitting to the corpus. It's more towards the Western cuisine, so I had to put in, okay, these are the things, these are the ingredients, this is what I can potentially make. And then I provided most of the information and just told it to structure.

Interviewer: Okay. Oh, that's really interesting. I've I don't think I've heard of that type of use for meal preps, but I feel I might start using it.

Interviewee 1: It's, it's really good. If you put in the right information, then it gives you a proper plan.

Interviewer: Yeah. It always goes back to, goes back to the prompt, the quality of the prompt to give it, doesn't it?

Interviewee 1: Yeah. Definitely

Interviewer: Yep. Great. So going back to the university work side of things, I know that in some units you probably work in groups, right? So you would have group assignments or even working in groups within the, the class. Like group based activities. Have you been in any groups where, you know, maybe not to you, but another student was using chat GPT to support Their activities or if you're aware of that.

Interviewee 1: Oh, yeah. Even I am you could say I do that as well. If let's just say, I'm not too sure about it about a keyword or a definition, instead of Googling it, I can just put it into ChatGPT because it gives you a concise answer at times.

Interviewer: Yeah. It saves time

Interviewee 1: And sometimes you can actually prompt it to answer, like, 'explain like I'm five' and then the concept. So it'll actually dumb down the concept in very, very simple words.

Interviewer: Yeah. ELI5. Yes. Yeah. And so if, how, how, what do you see are the benefits of using it like that in class? Do you think it would be a good way to support your, your learning in class?

Interviewee 1: Oh, yes definitely. As long as it is supported by other learning materials as well, and not just 100 percent relying on that. Yeah. Relying on ChatGPT's prompts or any other generative AI prompt, because at the end of the day, it feeds you what you want to hear.

Interviewee 1: So if you think like, oh, okay, fair enough, it sounds all right. So it has succeeded. Thank you. Thank you. But is it correct? Sounds right and being correct are two different things.

Interviewer: Right. That's a good point, actually. It does give you, it's a bit biased in a way, because it usually bases its responses on the prompt. It guesses what you want to hear.

Interviewee 1: So if you ask it a question which is negatively framed, it will give an answer that supports that negation and vice versa.

Interviewer: Right. Yes. Yeah. That's correct. So in a sense it's, it's, like I said, it's, it's bias and it could be potentially harmful. It should be used with critical thinking skills as well.

Interviewee 1: Definitely. Definitely. Because if you just read it out, like, oh, okay, this sounds right, copy paste it. You don't do anything. You just, you just transfer information. That's it. And there's no guarantee whether the information is right or wrong.

Interviewer: Yeah. Yeah, absolutely.

Interviewee 1: And then on generative AI, now there's a new generative AI called WormGPT. So it, yes, WormGPT. So it's just, let's think of ChatGPT's evil cousin. So it just creates all kinds of Trojan malicious software, whatever you want it to create. So that's there as well. So one has to keep an eye out on that.

Interviewer: That must be brand new. I haven't heard of it.

Interviewee 1: Oh yeah. It's

quite new. I think it was it was on the news in the first week of September or the last week of August, not too sure. So those malicious ones are popping up as well.

Interviewer: Yeah. Good to know. I didn't know about it.

Is there anything else you wanted to add about generative AI tools and their potential benefits or risks or anything else?

Interviewee 1: I think those are the broad, broadly speaking, those are the points. And it's just like, Use common sense while using generative AI. It's still, it's still in its infancy, so you can't really trust it. And with, with I think GPT 4, the paid version being much better, it's kind of unfair that GPT 3, because the moment GPT 4 came out, the quality of output from GPT 3 just plummeted.

Interviewee 1: Yeah. So the number of wrong answers that it used to give in, let's say the third version or the second version. They were quite less than compared to GPT 4, which is kind of weird, to be honest. So it's kind of, I think it's just kind of prompting people to pay for their subscription. That's there as well.

Interviewee 1: So just use common sense. Yep.

Interviewer: Absolutely. As with anything. Exactly. Great. Thank you very much.

Interview 2

Interviewer: Hello, anonymous interviewee. Thank you for agreeing to participate in this short interview. So I guess the aim of this interview is to try to understand students views and perspectives and perceptions of generative AI tools and their potential benefits and risks as well. So are you happy for me to record and do the interview?

Interviewee 2: Absolutely. Yeah, you can record.

Interviewer: Thank you. Okay. Can you tell me a little bit about yourself?

Interviewee 2: Oh, thank you very much for inviting me today. I'm doing PhD at Monash University, Melbourne. My PhD topic is related to digital mental health, and I'm a medical doctor and doing, you know, a PhD in IT is a very, very challenging opportunity for me.

Interviewee 2: At the same time, I'm teaching at Monash University. I'm teaching 2 courses at the moment,

Interviewer: Great. So as part of your studies and research I imagine you write a lot as well. Do you use any form of generative AI tools?

Interviewee 2: For my own project, no, I haven't used Generative AI yet, so maybe I can explain a little bit about that because, you know, Generative AI is not a very, you know, old term or traditional form, it's a new innovation of technology.

Interviewee 2: And even like when I started my PhD last year in April, I think the concern came later 2022, like after we completed the first semester. Then we started talking about Generative AI. I've never used chat GPT, like just, just for giving an example for any of my writing, but definitely I can tell you, you know, what are my perception related to generative AI if you, if you are interested.

Interviewer: So how do you view such tools?

Interviewee 2: It's, it's interesting because, you know, like if I, because I'm not from a native English speaking country. So definitely if I think about the linguistic assistance of AI, that's, that's like fascinating. I've talked to many of my students from Monash University and outside Monash.

Interviewee 2: So most of the students, they say like, yeah, definitely we want to use or we are using generative AI. Chat GPT, they specifically mentioned about that. There are a couple of other options like chat bot AI, or there are a couple of other, you know, opportunities like Google Bartd Yeah. So they can take help for their grammatical error corrections or kind of like writing.

Interviewee 2: So it's not writing that sense, it's changing the grammar or kind of like make it more linguistically appropriate. be it before presenting to any sort of audience or submitting to a journal or for an assignment. And also I can talk about, you know the multi functionality of generative AI.

Interviewee 2: So it's not only about linguistic support. Technically, if we want to learn about something very quickly, generative AI can give a lot of information you know, within a very I think short Period of time is very short, like seconds. They can give you a lot of information about that. But there are a couple of concerns related to that rapid information as well.

Interviewee 2: And also, I think, apart from the assistance, what I felt, like, as a tutor, and also as a PhD student, that AI, like, a chat GPT can be used in, in, like, a different perspective, you know, like Specifically when we are thinking about repetitive work, repetitive, sometimes we need to do like a repetitive administrative task, like you know, import to somewhere or checking some numbers.

Interviewee 2: So that's, I think of that can be a very good use of AI kind of like that, that minimization of repetitive work where maybe a machine can replace a human and kind of make life easier

Interviewer: Yeah, yeah, absolutely. Yeah. So it's, it's, it helps with time management reduces the number of the amount of time that you would spend on, on tasks and so on.

Interviewer: So in that way, it's got lots of potential. Within student work or university assignments and all that, what would you perceive as, Things that would be considered as risks associated with generative AI?

Interviewee 2: Yeah, so the first thing, I think the first challenge to me is definitely the policies.

Interviewee 2: Policies are still uncertain, not only for Monash, I think for many other universities around the world. Like the students are also concerned about it. Like, if they, they want to... Even like mentioned that I used AI for this

particular task. They don't know if their marks will be deducted or how the course will perceive them.

Interviewee 2: So I think I'll be very, very, you know, like clear, clear about that, that, that particular notion, like challenges or concerns related to AI. It's definitely a challenge. If we think about human values, you know, like yeah, definitely, because I think I wrote a Paper where they say, like, It could kind of misalign with our human values and became like they can be a dangerous tool to us.

Interviewee 2: And just to give an example, or kind of like making the things clear, they say, like, injustice and inequality. Some of the participants I interviewed for my research, they say, like, it [generative AI] may widen the gap between the rich and the poor. I think one of the main concerns is Competencies, holistic competencies of the students and also the markers as well as evaluators because you know, like when we judge student work, I don't want to use the term manually, but definitely without any sort of AI or the sort of technologies, we, we can understand the competence, the skill development of that particular student.

Interviewee 2: So when we are using AI, it's very difficult to check their growth, their growth as an individual. You know, it's, it's difficult. And my concern here is like, it can lead to kind of a collective decrease in critical thinking capacity.

Interviewee 2: And also another concern here is it's related to career prospects. Maybe the students might get a pass as there are uncertain policies. But what will Happen when will they start working? So it's kind of concerning.

Interviewee 2: Also, I think I forgot to talk about the ethical side of things and kind of privacy concerns related to chat GPT. Suppose a students are doing a major in social science. So, you know, Where are their work ethics if they're using those tools at this early phase of their life?

Interviewee 2: And also these tools kind of have that capacity to take the students or evaluators, personal information, and that can be leaked to a third party.

Interviewer: Yeah. So you, you talk about how students use generative AI tools. How, how did you observe the the way your students use generative AI tools in their work?

Interviewee 2: It's very interesting and funny, too, because sometimes the students think like the evaluators or the markers, they will not get the sense, but it can be easily found. Definitely we can sense that when you are. You know, kind of in the teaching profession for a couple of years, you will read and you'll know, like, it's not written by students.

Interviewee 2: It's written by a generative tool. The impact is like, I can give you examples, right? Sometimes when students are just not reading the whole scenario of that particular assignment and kind of like giving everything to generative AI and getting answers, they don't know what are the answers because they haven't done any Research on the topic. Absolutely Surrendered to AI for generating the answers. So it's absolutely out of context.

But if they use Chat GPT to kind of like kind of like linguistic purpose, kind of like making sense, like what they wrote just to structure it. That's different and completely valid. But when they're completely relying on chat GPT,

Interviewer: Great. Is there anything else you want to add before we conclude?

Interviewee 2: Just for conclusion, I think I can, I think I forgot to mention about the transparency issues as well, like it's, you know, when you're using chat GPT, I think there is a difference because, because the two courses I'm teaching at the moment, it's not allowed to use chat GPT or any sort of AI tools, but in other courses it is allowed. Yeah. But the thing is mentioned clearly, like where they're using it so that we can get the sense. So the thing is you need to know, the students need to know about university policies, like where they can and how it can help to Increase the value of the assignment.

Interviewee 2: So it's not wrong. Technology is not wrong. The wrong thing is like, if we use it, like kind of like, you know, just to get benefit out of it without making it a transparent process. So, of course, like that, that's my concern.

Interviewer: Thank you so much.

Interview 3

Interviewer: Hello, anonymous interviewee. Thank you for agreeing to take part in this interview. So I would like to ask you a few questions about your experience with generative AI tools as a student, and just trying to understand your perceptions and the potential benefits and risks You see that are emerging out of these new tools that we're we're using.

Interviewer: So can you tell me a little bit about yourself?

Interviewee 3: So I'm a finally a PhD student. And my background is in sociology, but I am doing a PhD at the faculty of IT at Monash University at the moment. And I'm ready to face my final reviews. Yeah, that's about me. Okay,

Interviewer: great. So do you use any form of generative AI tools for your PhD, for your research or for your studies?

Interviewee 3: Of course, I wouldn't say I use it kind of in a direct way for my work, but it actually has made my life so much easier. So I wouldn't kind of base the work that I do off of the things that I find on generative AI tools that I use, but it definitely makes my life much easier.

Interviewer: What tools do you use?

Interviewee 3: So the main tools I'm using are ChatGPT and BARD, Google BARD.

Interviewer: Great. And what do you use them for?

Interviewee 3: So ChatGPT I actually use for many things. So sometimes in the PhD life, we have to do admin tasks and we have to do some boring, repetitive tasks for which I don't want to spend so much time on. And I believe ChatGPT makes The life easier to help us do those tasks. For instance, if I want to rephrase something that I have already written, I don't want to waste my time on it. I can use that time more productively, maybe researching, maybe analyzing my data. So for those tasks, I use the chat GPT and I mainly use Google BARD sometimes to summarize research papers.

Interviewee 3: But once again, I don't want to rely only on that. Of course I do fact checks as well.

Interviewer: Okay, so you do fact checks, is that for a specific reason? can you tell me more about that?

Interviewee 3: Well, the fact checks is is mainly for research papers.

Interviewee 3: I don't want to use, for example, if I'm doing a literature review or if I'm writing a chapter based on some literature I do want to read them by myself as well, but sometimes I might Want to explore a certain research area. And I wouldn't have all the time in the world to do that. And then I would use Google bard to kind of summarize a few papers in that area to get a summary of it.

Interviewee 3: So it helps to, it helps me to get an understanding about a certain topic, but it does not help me a lot in terms of actually putting things into writing. I think that is my responsibility as a PhD student and a researcher to not to rely on those things too much anyway. Yeah,

Interviewer: yeah, absolutely. So Have you kind of used these tools for, for anything outside of your uni work?

Interviewee 3: Of course, sometimes it's just fun. I just ask random questions about day to day things even about some finance stuff. Although when you ask certain finance prompts, it recommends It gives you this disclaimer that they can't provide proper advice, but it's fun to kind of learn things as well when you kind of don't have time to, you know, read a lot.

Interviewee 3: It helps. Yeah.

Interviewer: Okay. So in your work. In your research work or your studies, I assume you work with other people collaboratively. You collaborate with other people, yeah? Yes, that's right. Have you been in a situation where, where someone else you work with used these tools for a project you're working on together?

Interviewee 3: Yes, like my colleagues sometimes, as I told you earlier, they, when it comes to rephrasing certain stuff or kind of rewriting a project application, for instance they are using these generative AI tools. But I haven't come across a person who, or I haven't had any person disclosed to me about an unethical usage of generative AI.

Interviewer: Interesting. Apart from the helpful sides of using generative AI tools like chat GPT and Google bard what, what have you, have you had any

negative experiences with them or were there any things that you thought did not work for you apart from the. you know, the fact checking and all that.

Interviewer: What, what risks would you associate with using these tools?

Interviewee 3: Well, personally, I haven't experienced harmful situations or kind of immoral situations with chat GPT or any other generative AI tool I use. But of course, I think there are either kind of a negative side to it, particularly if we consider at the university level, if you're thinking about submitting assignments The aim is to kind of check the knowledge of the student whether they have understood the projects or the concepts that have been taught in a certain unit well.

Interviewee 3: So in that case if a student uses generative AI and do not disclose it, it can be unfair to other students on one hand and it can also kind of challenge the intellectual capacity of the student as well. So there is that problem. And then. Like most of this generative AI tools gather information from everywhere and sometimes the intellectual property of certain people can be misused in certain situations. So that's another harmful thing that I see. Yeah.

Interviewer: Okay. Great. Is there anything else you would like to add? About these tools?

Interviewee 3: I guess it's all about knowing the right prompts.

Interviewee 3: And the right questions to ask from these generative AI tools. I guess there's this conception that you can just do anything with generative AI. And that's simply not true. Sometimes if you ask the wrong question, you wouldn't get the right answer. So you have to be mindful of that. And yeah, that's pretty much it.

Interviewer: Okay, great. Thank you very much.