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Artificial Intelligence in Students' Opinions (Research Report)

Keywords: artificial intelligence, education, students, higher education, use of AI in education

Słowa kluczowe: sztuczna inteligencja, edukacja, studenci, uczelnia wyższa, wykorzystanie AI w edukacji

Introduction

This article presents selected results from a survey conducted in November 2024 at the Faculty of Social Sciences of the University of Warmia and Mazury in Olsztyn (UWM) among a sample of 92 persons. The study aimed to identify how students perceive artificial intelligence and how they utilise it during their university education.

New technologies developed as part of the digital revolution are advancing at an enormous pace, affecting nearly all areas of life. In consequence, people can take advantage of convenient solutions in transportation, communication, banking, shopping, education, etc., which undoubtedly improve the quality of life (Makridakis, 2017, p. 46; Haseski, 2019, p. 1). One of these conveniences is artificial intelligence (AI). In general terms, AI combines machine learning, deep learning, algorithm development, and natural language processing (Akgun and Greenhow, 2022, p. 431). More specifically, AI refers to the ability of machines to adapt to new situations, solve problems, answer questions, plan actions, and perform other functions that require a certain level of human-like intelligence (Coppin, 2004, p. 4). Artificial intelligence is an interdisciplinary field of knowledge and research that aims to understand how the human mind works and to apply the same principles to technological design (Dodigovic, 2007, p. 100).

AI is believed to have been pioneered by Alan Turing, a British mathematician, computer scientist, logician, and cryptanalyst credited with cracking the German Enigma code, which most likely contributed to the earlier conclusion of World War II. He is known, among other things, for developing the Turing machine, an abstract model of a computer that underpins present-day digital computers. The most frequently cited scientific paper by this eminent scholar is "*Computing Machinery and Intelligence*" (Turing, 1950), in which the author proposed a test to assess machine intelligence. The Turing Test involves human-computer interaction via a text-based interface, without the possibility of direct eye contact. The judge (a human) conducts a textual conversation with both another human and the computer. The goal is to have the judge convinced that they are conversing with humans. If the computer is able to convince the judge that it is human for a sufficiently long time, it is considered to have passed the Turing test and demonstrated a certain level of intelligence (Sempryk, 2023, p. 71).

An important event that contributed to the development of AI was the conference held in 1956 at Dartmouth College in Hanover, New Hampshire. During the conference, scientists John McCarthy, Marvin Minsky, Nathaniel Rochester, and Claude Shannon discussed the possibilities of creating "intelligent machines". It was then that the term "artificial intelligence" was first employed. It was also posited that, by leveraging the advances in science, one could model human intelligence and replicate its functioning in an artificial system (Russell and Norvig, 2010, p. 17; Sempryk, 2023, p. 70). The real breakthrough came in 1966, when Joseph Weizenbaum, a German computer scientist at the Massachusetts Institute of Technology, completed his work on ELIZA – the first chatbot and virtual psychotherapist. The program could recognise "keywords" and provide responses based on them. It was subsequently used effectively in the therapy of persons with mental disorders (Sempryk, 2023, p. 70). This discovery was so significant that the years 1956–1973 were called the "artificial intelligence era" (EY Poland, 2023). Since the 1980s, AI has seen rapid development, facilitated by the growing computing capacity of supercomputers and the decreasing cost of data storage devices. Since 2001, the development of AI has been further driven by the availability of extensive datasets (e.g., text and images) and novel methods for storing such data (Southgate et al., 2018, p. 19). The global spread of the internet and new cloud storage services (such as Google Drive, Microsoft OneDrive, Apple iCloud, and Dropbox) has created additional opportunities to store data in the cloud.

Artificial Intelligence – Opportunities and Threats for Education

With the development of data processing and computational technologies, AI is increasingly used in education, from primary to higher education. Solutions such as intelligent teaching systems, educational robots, educational platforms, and human–computer interactions have demonstrated significant potential

for enhancing both teaching and learning (Zawacki-Richter et al., 2019, p. 1; Chen, Xie, and Hwang, 2020, p. 1; Vieriu and Petrea, 2025, p. 2). More and more often, students use AI-based search engines to find accurate answers. Foreign language learning can be facilitated by translation tools that promptly supply translations of words and texts in multiple languages. Popular word processors automatically correct various types of errors. AI-based tools are also used by learners to solve math problems, analyse data, draw graphs, generate graphics and create animations and multimedia presentations.

The future of science and education is inextricably linked to the development of new technologies. Pertinent literature lists numerous benefits for students, teachers, and the entire educational system from the use of AI, including the personalisation of the learning process. Algorithms analyse data, identify patterns, and make predictions. With the help of AI, it is therefore possible to analyse test results, learning progress, preferences, and learning styles among students. In effect, teachers can adapt teaching methods and instructional material to the individual needs of each learner. They can also provide personalised knowledge tailored to their students' abilities and learning pace. The technology can effectively assist teachers in performing their professional duties by automatically grading tests, assignments, and homework. Thanks to advanced algorithms, it is possible to identify students' strengths and weaknesses and pinpoint areas that require additional support. Intelligent tutoring systems and chatbots help increase efficiency, save teachers' time, and supply more accurate and consistent feedback. Educators can detect learning difficulties at an early stage, intervene more quickly and provide the required assistance. Consequently, students are able to achieve better learning outcomes, as they learn at their own pace and in a manner aligned with their learning style (Chou et al., 2011, p. 2303; Chi et al., 2011, pp. 137–138; Luckin et al., 2016, p. 35; Huang and Chen, 2016, p. 341; Bajaj and Sharma, 2018, p. 841; Chen, Chen, and Lin, 2020, p. 75276; Gocen and Aydemirb, 2020, p. 14; Liua et al., 2021, pp. 892–893; Krstić et al., 2022, p. 224; Alneyadi et al., 2023, p. 1; Harry, 2023, p. 260; Koziej, 2023, pp. 14–16; Hennekeuser et al., 2024, p. 1; Vieriu and Petrea, 2025, p. 1).

Artificial intelligence can also provide access to education for socially excluded groups, including people with disabilities, refugees, those who do not attend school, and those living in isolated communities (Pedro et al., 2019, pp. 28–32). For example, Microsoft AI for Accessibility, a digital conversation tool, helps blind students take tests independently, without assistance from a reader or scribe. Games, chatbots, and live captioning services are also available, lowering barriers to independent living for people with special needs (Michael, 2022, p. 5). With deaf students in mind, Microsoft Translator renders speech into captions. Robots equipped with AI systems can assist in diagnosing children on the autism spectrum. In turn, mobile apps available on international markets, such as Dyslexia Toolbox, Read&Write, and Dyslexia Quest, support the learning process of students with developmental dyslexia (Więckiewicz-Modrzewska, 2024, pp. 130–131).

It is also worth noting that AI is utilised on the premises of educational institutions. For instance, in China, a number of access and attendance control systems based on facial recognition have been deployed at many classrooms, lecture halls, and dormitory entrances. Compared to traditional card swiping and fingerprinting, this system has advantages, enabling parents and teachers to monitor student attendance in real time and effectively prevent practices such as skipping classes and failing to return home. AI technology is widely used in China for exam grading, educational decision-making, and campus and education system management (Liua et al., 2021, p. 893).

Still, many authors studying the impact of AI on education highlight certain risks it entails. These include a lack of critical thinking and independent problem-solving skills, uncritical trust in artificial intelligence (accepting its answers as true and reliable without verifying them against other sources), diminished social interaction, dependence on new technologies and deteriorating empathy and understanding, which are crucial in the process of education and emotional support for learners. Ethical considerations are also significant, such as ensuring accessibility, transparency, and fairness in AI-based educational systems (Koziej, 2023, pp. 16–17; Alneyadi et al., 2023, p. 1; Harry, 2023, p. 260; Więckiewicz-Modrzewska, 2024, p. 128; Vieriu and Petrea, 2025, p. 1). As Neil Selwyn rightly notes (2016, p. 106, cited in: Zawacki-Richter et al., 2019, p. 21):

"The danger, of course, lies in seeing data and coding as an absolute rather than a relative source of guidance and support. Education is far too complex to be reduced solely to data analysis and algorithms. As with digital technologies in general, digital data do not offer a neat technical fix to education dilemmas – no matter how compelling the output might be." Furthermore, one should always remember that "[…] AI systems need to be controlled to avoid making stupid mistakes. […] There is a need for rules, legislation, and control to avoid AI getting out of hand" (Kaplan and Haenlein, 2019, p. 24). Without doubt, the aforementioned ethical dilemmas include the violation of the privacy of both students and teachers through facial recognition systems, as well as the misuse of large amounts of data related to their competencies, personal information, diagnosed emotional states, etc. (Saputra et al., 2023, pp. 1596–1597). Researchers Stefan Popenici and Sharon Kerr (2017, p. 3) further highlight gaps in artificial intelligence and its limitations regarding full integration into the education system. According to the authors, supercomputers still fail to detect integral elements of the educational process, such as irony, sarcasm, and humour. This is because machines have been reduced to superficial, algorithm-based solutions that can identify recurring punctuation, capital letters, or key phrases. Thus, in the broader debate over the impact of AI on education, it is essential to strike a balance between the vast possibilities it offers and its ethical and responsible application.

Research Methodology

The survey was conducted between November 18 and 29, 2024, at the Faculty of Social Sciences of the University of Warmia and Mazury (UWM) in Olsztyn.[1] The research sample consisted of 92 individuals and was selected non-randomly (based on the availability of the respondents) (Babbie, 2003, p. 204). This method of sample selection does not permit extrapolating the results to the entire UWM student population. The sample consisted of students from pedagogy, psychology, sociology, analytics, and public administration. The aim of the study was to identify how respondents perceive AI and whether they use it in their studies. A questionnaire served as the primary research tool.

The issues addressed in the study were formulated into the following questions:
1. How do the surveyed students define AI?
2. What AI-based tools do the respondents use?
3. For what purposes do the respondents use AI technology?
4. What benefits and risks associated with AI do the surveyed students perceive?
5. Does AI affect learning effectiveness in the respondents' opinions?

The majority of respondents (81.7%) were women, 17.2% were men, and 1.1% identified as having a different gender identity. Slightly more than half of the respondents were aged 21–24 (52.7%). Those aged 18–20 accounted for 45%, while students aged 25–30 were the least numerous, with 2.3%. Most of the respondents lived in cities (60.2%), while nearly 40% came from rural areas. More than half of the respondents (52.7%) were first-year students. Third-year students accounted for over one-third of the respondents (37.3%); second- and fourth-year students, taken together, accounted for 10%.

Selected research findings

Although the impact of artificial intelligence on human life is ubiquitous, its accurate definition may be problematic. It was therefore interesting to discover how the young respondents, who use various technological innovations daily (including during their university courses), comprehend the concept of AI and the associations it evokes.

Most respondents know what artificial intelligence is (Table 1). It is defined by 1 in 3 respondents as "programs, tools, and algorithms" (33.3%) that generate information that mimics human thinking, perform certain tasks, and analyse data to draw conclusions. They also possess the ability to learn, a trait characteristic of living beings. One in five surveyed students (21.5%) identified it as a "technology" equipped with a knowledge base, characterised by human behaviour and reasoning, and capable of making decisions. Additionally, in the opinion of some respondents, this technology relies on data and information

[1] The surveys were carried out by third-year Sociology students (Antoni Dolega, Alicja Pieciuk, Iga Miszczuk, Eryk Tryzna) under the supervision of the author.

Table 1

Definitions of artificial intelligence according to the respondents

Categories	Sample Responses	N	%
Programs, tools, algorithms	"Artificial intelligence means all kinds of technological programs that have access to the entire body of cultural and scientific knowledge, on the basis of which they generate their own information." "A set of commands written by a human that creates a program imitating human thinking, designed to perform specific tasks." "An algorithm capable of analysing data, drawing conclusions from it, and possessing the ability to learn."	31	33.3
Technology	"Technology equipped with a large body of knowledge characterised by human reasoning." "Technology that displays 'human' behaviour and makes decisions based on algorithms." "Technology that is capable of collecting, storing, and updating information, and can generate certain solutions based on […] the data it possesses."	20	21.5
Scientific assistance and methods	"It is a tool helping one obtain information we are looking for the answers to." "Artificial intelligence means innovative methods that help us in our daily lives." "It is an online tool I use when I don't know the answer to a specific question."	13	14.0
Systems	"It is a system that, based on information available online, is capable of, for example, summarising a long text, searching for detailed information, designing something, etc." "Systems created by humans that can perform tasks just as well, worse, or better than humans." "A system that improves human actions, learning, and problem-solving."	12	12.9
ChatGPT	ChatGPT	3	3.2
Don't know	---	13	15.1
Total		92	100

Source: own elaboration.

to generate certain solutions. Another 14% of the respondents noted, e.g., that AI is a method and a learning aid that helps one find answers to questions they may have. In an innovative fashion, it also facilitates daily life. A similar proportion of respondents (12.9%) defined AI as broadly understood systems that streamline task performance, learning, and problem-solving, and that are also helpful in finding necessary information. A small percentage of the respondents mentioned ChatGPT (3.2%). Although 15.1% of the respondents selected "YES" (I know what artificial intelligence is), they were unable to explain the concept in their own words.

The list of AI tools – programs used for task automation, data analysis, and information generation – is long. They span a wide array of applications, from content creation (e.g., Jasper AI, ChatGPT, Grammarly) to graphics and video

generation (e.g., DALL·E, Midjourney, HeyGen), through office automation (e.g., Microsoft Copilot, AI Notepads), to specialised applications in finance (e.g., Zest AI), customer service (e.g., Ada), and website development (e.g., Durable) (Cognity.pl, 2024). The respondents were then asked which AI tools they use (Table 2).

Table 2

AI-based tools used by the respondents

Tools	N	%
ChatGPT or other chatbots	74	79.6
Machine translators (e.g., DeepL, Google Translate)	63	67.7
Speech recognition tools (e.g., Siri, Google Assistant)	24	25.8
Presentation creation tools (e.g., Beautiful.ai, Slidebean, Designs.ai)	9	9.7
Data analysis tools (e.g., Tab.au, Power BI)	4	4.3
Other	3	3.3

Note: Responses do not total 100% because respondents may select more than one answer.
Source: own elaboration.

An analysis of the survey results indicates that AI-based tools are widely used by participating students and are incorporated into their daily activities. The vast majority of the respondents use ChatGPT or other chatbots (nearly four-fifths of the respondents). Since ChatGPT uses natural human language, it answers questions, provides information, and helps with various tasks, including translation and writing texts (Pięta, 2024, p. 154). Just over two-thirds of the surveyed students use machine translation tools (e.g., DeepL, Google Translate). The latter are used to translate foreign-language texts into Polish, which is particularly useful when writing academic papers, term/course papers, or theses. Their popularity should be attributed primarily to their ease of access, prompt responses, and increasingly high-quality translations. One in four respondents (25.8%) uses smart speech recognition tools (e.g., Siri, Google Assistant, Amazon Alexa). These tools enable users to perform tasks and search for information using voice or text commands on mobile devices. These tools are also helpful for learning foreign languages, as they offer interactive lessons that use voice commands. The respondents mentioned other tools relatively less frequently, likely because they are not available for free or because the features accessible without a fee are limited. These included tools for creating presentations (e.g., Beautiful.ai, Slidebean, Designs.ai) (9.7% of the responses) or for data analysis (e.g., Tab.au, Power BI) (4.3% of the responses). The former are typically used by students to present a topic in class, with PowerPoint being the most popular software, available to UWM students free of charge, along with the entire Office suite. On the other hand, data analysis software is often useful when seeking to pass courses involving empirical research and when preparing one's own research for a thesis. UWM students have free access to SPSS, which enables them to conduct advanced statistical analyses. The respondents also employ tools such as Photoshop with AI features, bots in competitive games, NotebookLM,

and character.ai (included in the "other" category – 3.3%). This suggests that the scope of AI applications is gradually expanding beyond the educational context into creative, entertainment, and organisational domains, demonstrating the growing role of such technologies in students' daily lives.

Next, the respondents were asked about the purposes of using AI-based tools (Table 3).

Table 3

Purposes of using AI-based tools according to the respondents

Purposes	N	%
Learning support (e.g., summarising texts, searching for information)	76	81.7
Content creation (e.g., writing texts and papers, generating graphics, creating presentations)	38	40.9
Communication (e.g., chatbots and translations)	30	32.3
Entertainment (e.g., games, apps)	29	31.2
Data and statistical analysis	21	22.6
Foreign language learning	14	15.1
Time management and organisation	11	11.8
Other	2	2.2
Programming or technology development	1	1.1

Note: Responses do not total 100% because respondents could select more than one answer.
Source: own elaboration.

The vast majority (81.7%) of the surveyed students used AI-based tools to support learning (e.g., summarising texts, searching for information), and nearly 41% used these tools to create various types of content (e.g., writing texts and papers, generating graphics, creating presentations). This reflects the ever--greater role of these technologies in supporting academic education. One in three respondents used AI-based tools for communication (32.3%) and entertainment (31.2%), indicating that AI is gradually integrated into everyday practices and leisure activities. Meanwhile, one in five respondents took advantage of such solutions for analysis and statistics (22.6%), which suggests their applicability in advanced tasks that require data processing. To a lesser extent, tools of this kind were used for learning foreign languages (15.1%) or time management and organisation (11.8%). This may be due to lower awareness of the potential of these technologies in this area or a preference for traditional methods. The least frequent use was observed in programming or technology development. Several non-standard responses were given as well, including "for recipes lately", "creates meal plans based on what's in your fridge" (the "other" category – 2.2%). Another issue that the respondents were asked about concerned the benefits of using AI-based tools (Table 4).

The benefits respondents reported from using AI-based tools align with those mentioned in the theoretical section of this paper. Nearly 75% of respondents said these tools helped them find information faster, and more than half said they helped solve problems more quickly, summarise long texts, and draw

Table 4

Benefits of using AI-based tools according to the respondents

Benefits	N	%
Helps find information faster	69	74.2
Helps solve problems faster	52	55.9
Summarises long texts and draws conclusions from them	52	55.9
Facilitates concept generation	40	43.0
Enables developing new skills	16	17.2
Creates ready-made content (including term papers/theses)	12	12.9
I see no benefits	3	3.2
Other	1	1.1

Note: Responses do not total 100% as the respondents could select more than one answer.
Source: own elaboration.

conclusions. An additional 43% of respondents said the tools helped generate new concepts or ideas. PowerPoint is a good example, enabling the prompt creation of presentations using AI. The generator suggests slide templates, writes the text, and searches for relevant illustrations. Relatively infrequently, respondents selected answers such as developing new skills (17.2%) and creating ready-made content for term papers and theses (12.9%). Even though such practices may be tantamount to plagiarism and other forms of academic fraud and may lead to specific negative consequences, nearly 13% of the surveyed students admitted to taking this risk. Only three respondents saw no benefits whatsoever in using AI-based tools. Another interesting issue was whether the respondents identified any risks associated with AI (Table 5).

Table 5

Risks associated with the use of AI-based tools, according to the respondents

Risks	N	%
Dependence on technology	60	65.2
Difficulty distinguishing truth from AI-generated misinformation	60	65.2
Loss of jobs	51	55.4
Loss of privacy	39	42.4
Increased risk of cyberattacks	22	23.9
Social inequalities resulting from limited access to modern technologies	15	16.3
Other	6	6.6
I see no risks	1	1.1

Note: Responses do not add up to 100% because respondents may select more than one answer.
Source: own elaboration.

The greatest concerns regarding the use of AI-based tools cited by respondents included dependence on technology and the difficulty of distinguishing between truth and misinformation (nearly two-thirds of respondents). The latter is linked to excessive information, requiring the user to exercise discernment

when selecting it. It follows that the surveyed students recognised the potential consequences of over-reliance on AI, which may impair critical thinking and lead to a loss of control over one's learning process. More than half of the respondents (55.4%) mentioned potential job losses, which is entirely realistic. According to the International Monetary Fund, the position of one in three workers may be at serious risk of automation and replacement by artificial intelligence (Pasławski, 2024). During this study, the media reported that several employees had lost their jobs at one of Krakow's radio stations. The management had decided to conduct an experiment in which one of the shows would be created entirely by AI tools and hosted by three AI-generated characters (Pap.pl, 2024). Another 2/5 of the respondents stated that the threat posed by AI-based tools was the loss of privacy, as they require the creation of individual accounts for which personal data must be provided. One in five respondents pointed to an increased frequency of cyberattacks, to which we are constantly exposed while online. These are deliberate actions aimed at gaining illegal access to our devices, usually through malware. Their objective is often to steal personal data, confidential information, and/or money. The least common concern, indicated by 16.3% of the respondents, was social inequality resulting from limited access to modern technologies. Technological equipment (especially new) is fairly expensive, and not everyone can afford it. Additionally, environmental threats were mentioned, such as the high water consumption required to cool servers, changes in the quality of social relationships, the regression of creative, independent thinking, and the dumbing down of people (the "other" category – 6.6%).

As previously noted, AI is undoubtedly transforming the world of education, opening up new possibilities for teaching and learning alike. The use of AI results in more personalised education, tailored to students' individual needs and learning styles. AI-based tools enable more effective and interactive educational experiences, facilitating access to knowledge (Zalewska-Bochenko, 2024, p. 201). The respondents were therefore asked whether AI makes learning more effective. The distribution of responses is shown in Table 6.

The majority of the respondents (67.4%) believed that AI improves learning effectiveness (including "definitely improves" – 46.7%, and "rather improves" – 20.7%). Such a high proportion of positive responses shows that AI is perceived

Table 6

The impact of AI on learning effectiveness, according to the respondents

Benefits	N	%
Definitely improves effectiveness	43	46.7
Rather improves effectiveness	19	20.7
Hard to say	18	19.6
Rather does not improve effectiveness	10	10.9
Definitely does not improve effectiveness	2	2.1
Total	92	100

Source: own elaboration.

by the respondents as a genuine aid in acquiring academic knowledge. Only 13% disagreed with the statement, while one in five respondents (19.6%) had no opinion on the matter.

Conclusions

Artificial intelligence is ubiquitous in our lives and may become a driving force for the Polish economy in the future. Its importance is evinced in the fact that in 2020, the Council of Ministers adopted the *Policy for the Development of Artificial Intelligence in Poland*. Its goal is: "to support society, representatives of the scientific community and public administration in taking advantage of the opportunities associated with AI development, while ensuring the protection of human dignity and conditions for fair competition in the global arena" (Resolution No. 196 of the Council of Ministers, p. 8). Among the six areas listed in the document, education is described as: "undertaking measures that span primary education, secondary education and the academic level – course curricula for persons at risk of losing their jobs as a result of advancing automation and the implementation of new technologies, educational grants designed to help prepare the best workforce for the AI-related economy in Poland" (Resolution No. 196 of the Council of Ministers, p. 6).

Artificial intelligence is beginning to play a key role in education. It can facilitate, streamline, and make the teaching process more effective for students, teachers, and the entire system. Thanks to AI, teachers can assess students' progress in real time, identify where they encounter difficulties, and adapt teaching methods and materials to learners' individual needs. In addition, no longer encumbered by a range of administrative duties, they gain time to improve their own skills. Meanwhile, students learn faster and require less effort to acquire knowledge and skills (Polish Agency for Enterprise Development Report, 2023, p. 6).

In general, the surveyed students are aware of what AI is. Most of them use ChatGPT or other chatbots. The respondents use AI-based tools mainly to support learning. They are helpful for finding information more quickly, solving problems, summarising long texts, and drawing conclusions. According to the respondents, the most serious concerns regarding the use of AI-based tools include technological dependence, difficulty distinguishing truth from misinformation, and the potential loss of jobs. The vast majority also believe that AI enhances learning effectiveness. These findings suggest that further empirical research and educational initiatives are required to promote informed and critical use of AI in the educational process. However, it should be noted that this research project has limitations, including a relatively small sample size.

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Summary

This article presents selected results of a survey conducted in November 2024 at the Faculty of Social Sciences of the University of Warmia and Mazury in Olsztyn, involving a sample of 92 individuals. The study aimed to explore students' perceptions of artificial intelligence and the ways in which they use AI tools in higher education. Overall, the surveyed students demonstrated a good understanding of AI. Most of them use ChatGPT or other chatbots. AI-based tools are primarily used by respondents to support learning. They help students find information more quickly, solve problems, summarise lengthy texts, and draw conclusions from them. The greatest concerns raised

by respondents regarding the use of AI-based tools include dependence on technology, difficulty distinguishing truth from disinformation, and the possibility of job losses. Most of them also believe that AI improves learning efficiency.

Sztuczna inteligencja w opiniach studentów (komunikat z badań)

S t r e s z c z e n i e

W artykule zaprezentowano wybrane wyniki badań ankietowych zrealizowanych w listopadzie 2024 roku na Wydziale Nauk Społecznych Uniwersytetu Warmińsko-Mazurskiego w Olsztynie na próbie 92 osób. Celem badań było rozpoznanie sposobu postrzegania sztucznej inteligencji przez studentów oraz korzystania przez nich z jej udogodnień podczas kształcenia na uczelni. Badani studenci ogólnie wiedzą, czym jest AI. Większość z nich korzysta z ChatuGPT lub innych chatbotów. Narzędzia oparte na AI są przez respondentów wykorzystywane głównie do wspomagania nauki. Są pomocne w szybszym wyszukiwaniu informacji, rozwiązywaniu problemów oraz streszczaniu długich tekstów i wyciąganiu z nich wniosków. Największe obawy wynikające z korzystania z narzędzi opartych na AI wskazywane przez badanych dotyczą uzależnienia od technologii, trudności w rozróżnieniu prawdy od dezinformacji oraz możliwości utraty miejsc pracy. Zdecydowana większość z nich uważa także, iż AI poprawia efektywność nauki.