

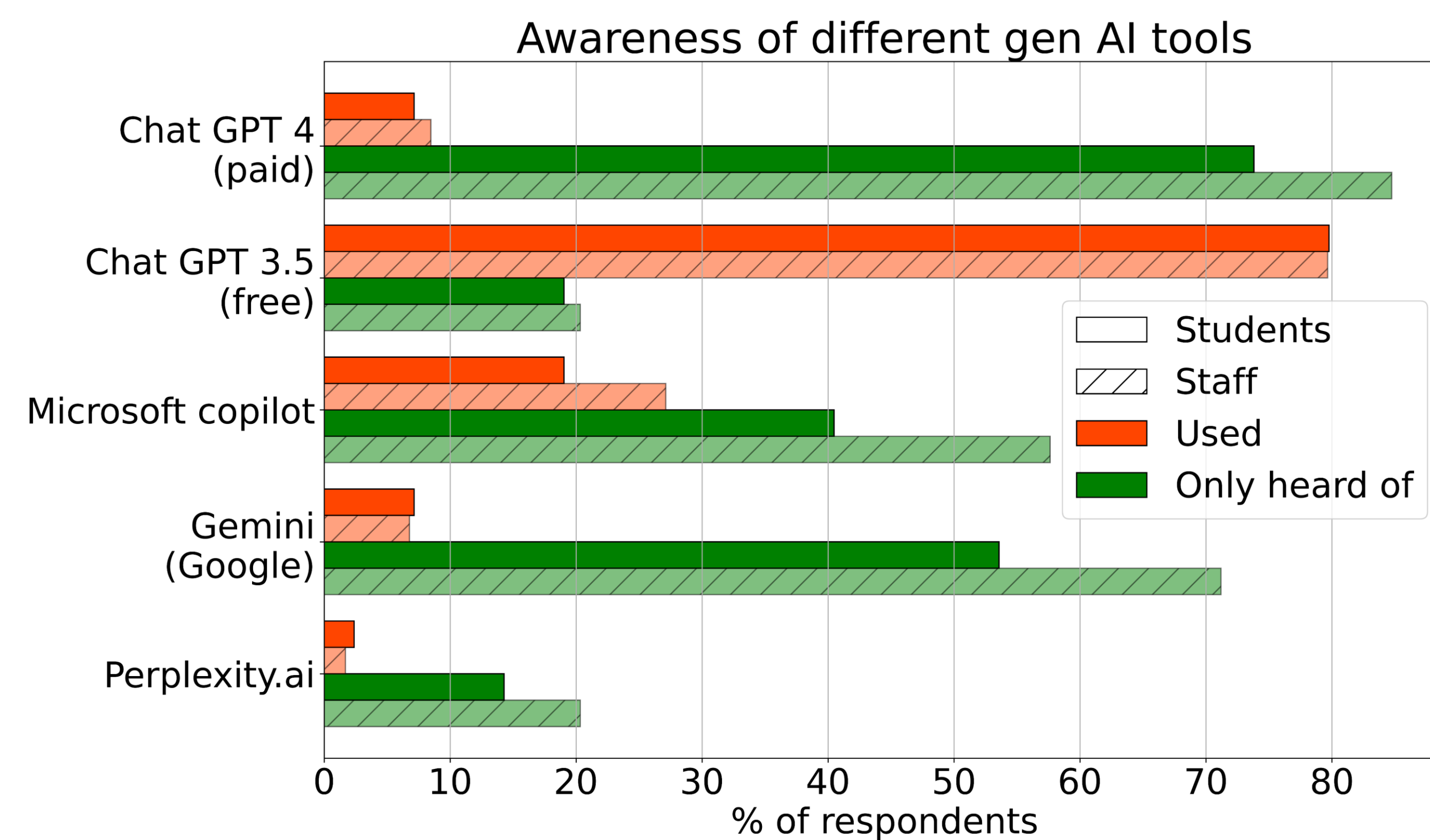
Attitudes towards generative AI in physics and astronomy education

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A survey was circulated to students and staff in the School of Physics & Astronomy at the University of Glasgow about generative AI. The survey aimed to gather opinions about AI in teaching at the university, how students use AI in their courses, and how teaching should develop.

Chat GPT – The Coca Cola of gen AI

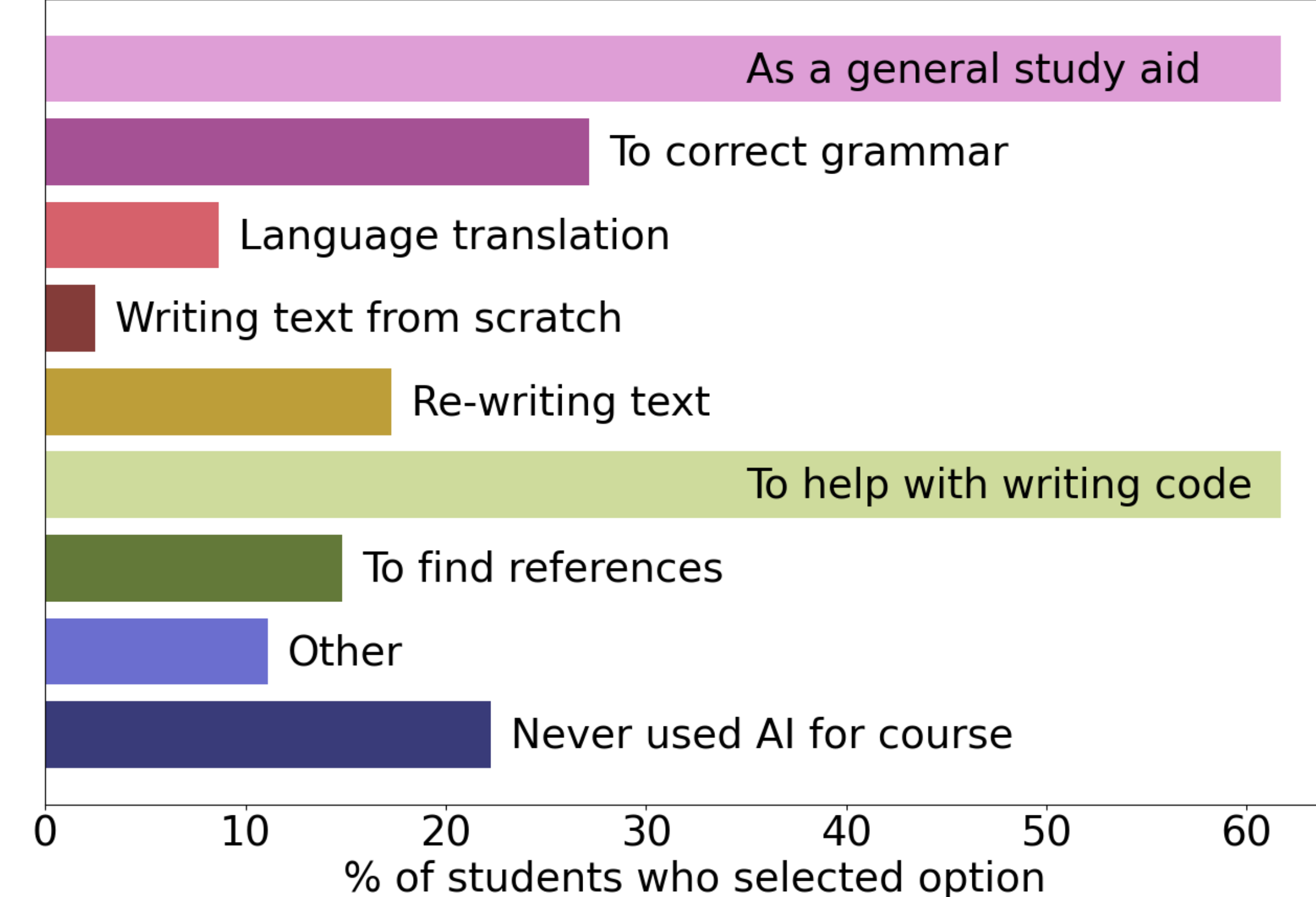


Participant info

89 students from 1st to 3rd year physics undergraduate
63 members of teaching staff, including PhD researchers

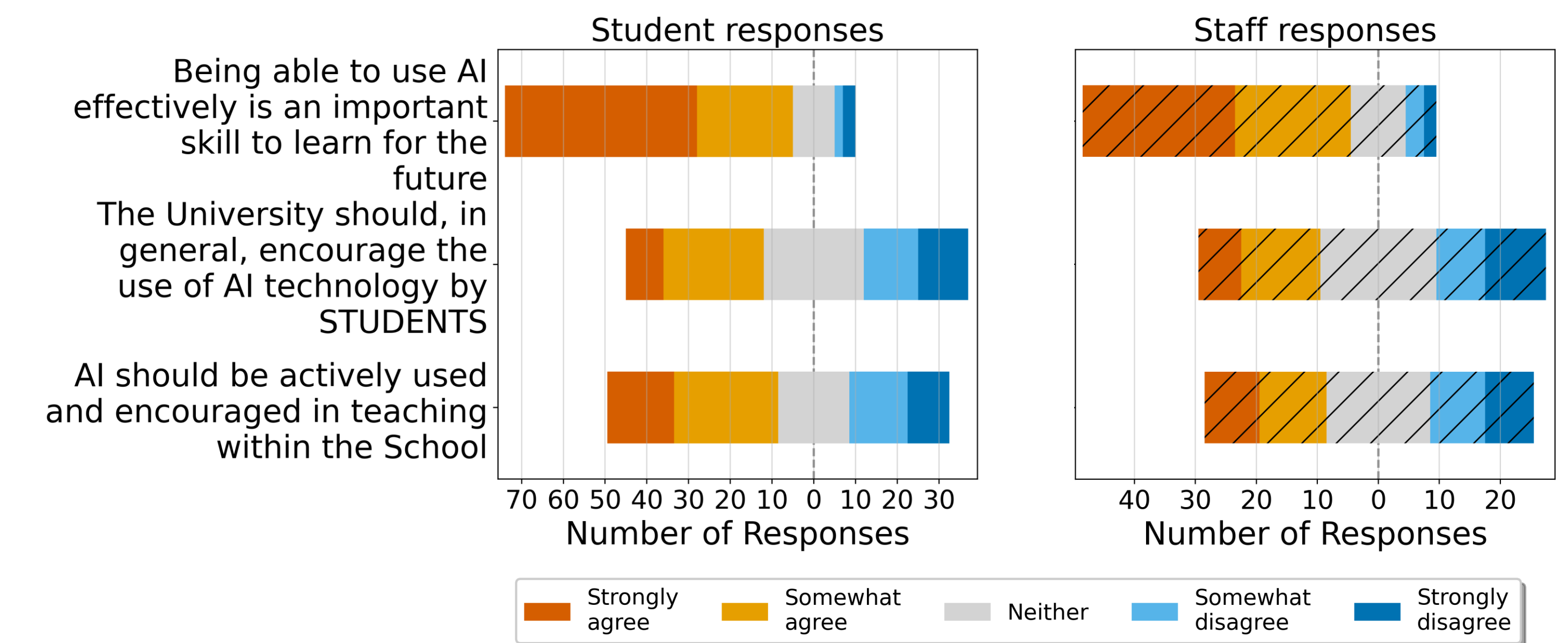
Students are not misusing AI

For what purposes have you used AI in your course?



- Coding is one of the most popular uses of gen AI for physics students which is important to keep in mind when designing courses especially in early years
- In the list of options, only **writing text from scratch** (3.5%) is considered an inappropriate use of AI by most universities

A future for AI? Contradictory opinions

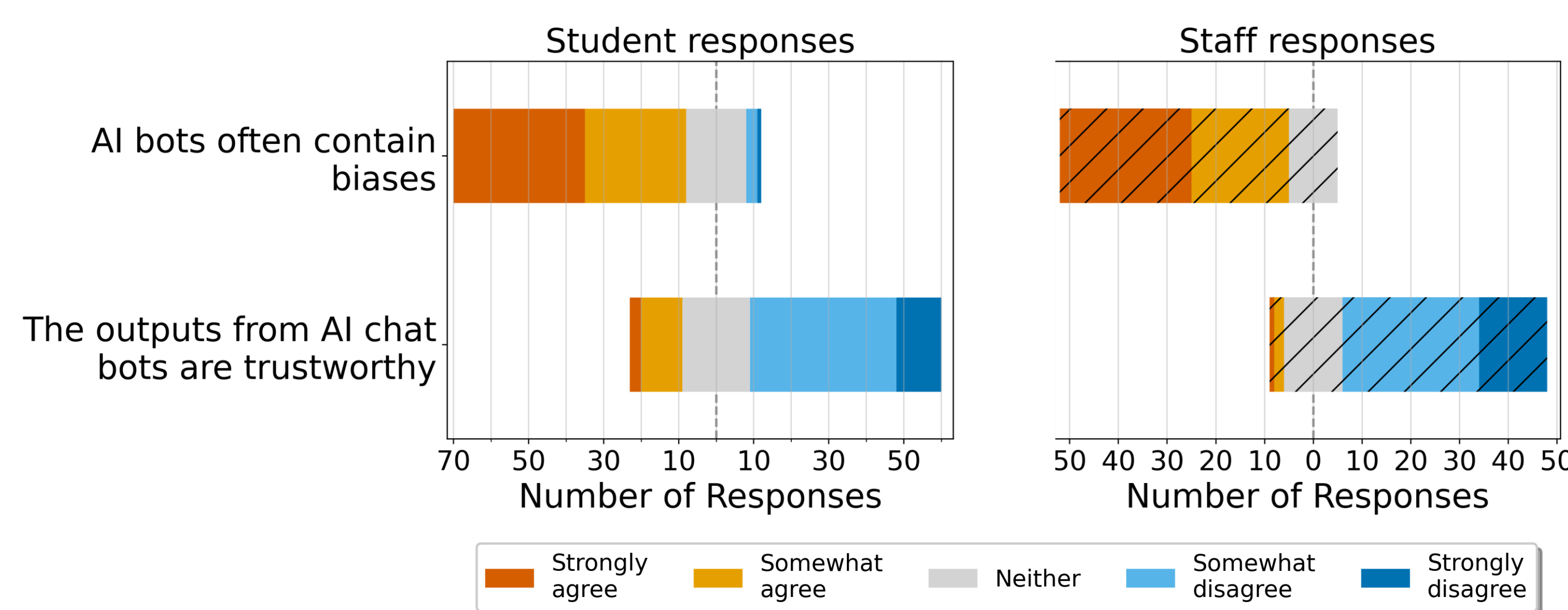


- Students and staff agree that using AI is a worthy skill to learn, however opinions are split on whether the university should encourage its use by students.
- Students tend slightly in favour of AI being actively used in teaching, while staff are more balanced.
- If this skill is favourable for employers, should we consider including this in our curriculum?

The survey asked about the participants' experience with various popular AI chat bots

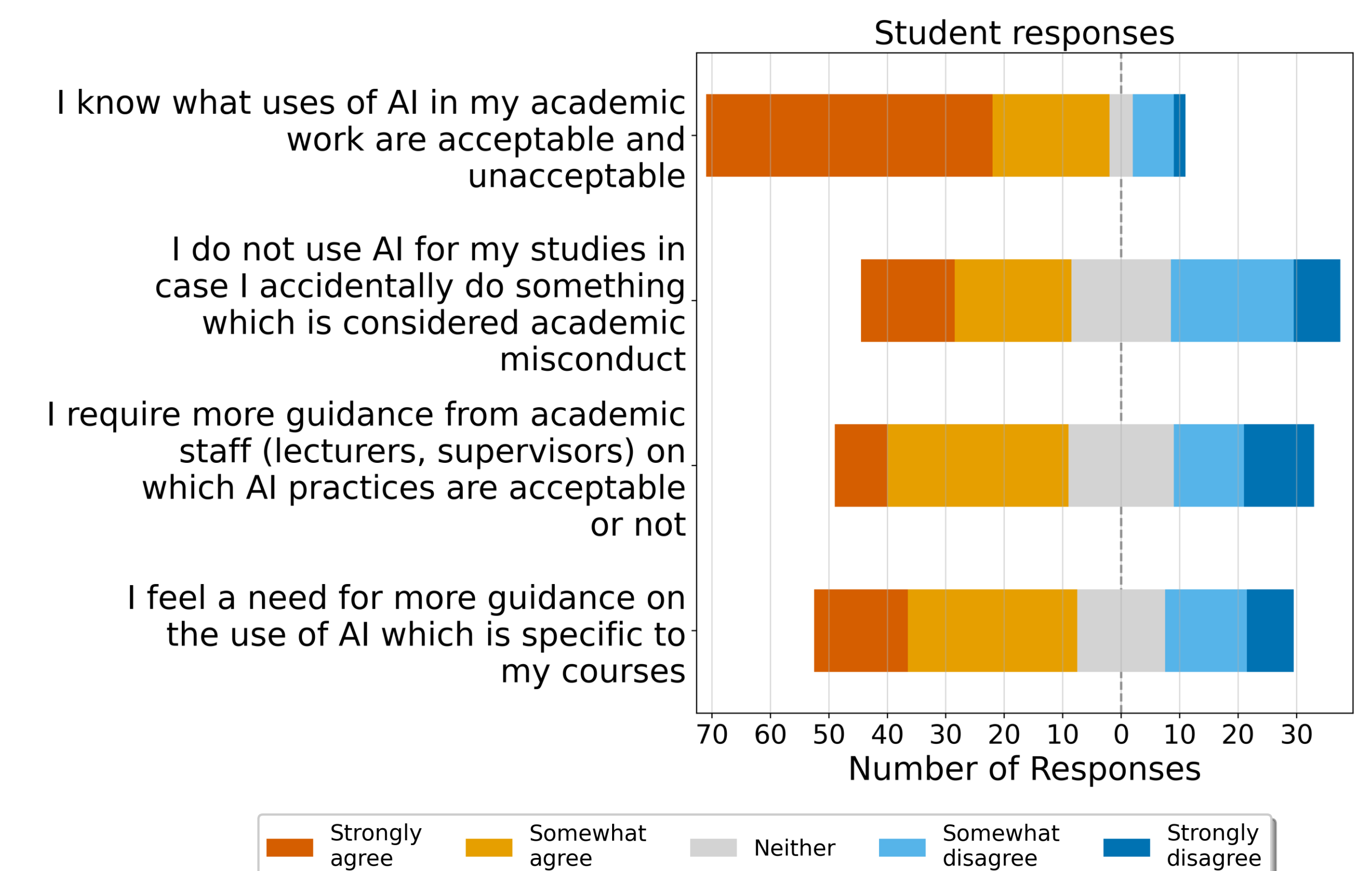
- Chat GPT was by far the most known and well used
- Less than 10% of both staff and students have used the paid version

AI awareness is strong



Both students and staff showed awareness of some of the pitfalls associated with using gen AI tools based on large language models (LLMs).

Is more guidance needed?



- Students are in favour of more guidance for how to use AI in their courses, but most do not feel strongly

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