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Next Level Learning: Understanding How the Public Perceives AI Assistance in Higher Education

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Next Level Learning:

Understanding How the Public Perceives AI Assistance in Higher Education

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Introduction

Artificial Intelligence (AI) developments have become increasingly prevalent in today's "cyber age" (Secretary Blinken, 2021), thus raising different perspectives and questions surrounding its uses and effect on our daily lives. The emergence of ChatGPT, OpenAI's chatbot which launched in late 2022, prompted a significant turning point in influencing the advancement of AI models (Marr, 2023). Because of its abilities to quickly produce coherent responses, many have already taken advantage of using AI by implementing its uses within various industries and institutions. This includes educational settings where intelligent tutoring systems (ITS),¹ are under development to provide students with personalized help (Marr, 2023). While some perceive AI as a detriment to education due to risks of creating a dependency, others are optimistic to see how it can assist students, thus leaning towards embracing its uses as an assisting tool.

To better understand the perspectives regarding the use of AI in higher education, I conducted a survey which seeks to understand: What are the public opinions regarding the use of AI assistance to help college students with their coursework? What factors affect willingness or reluctance to accept AI technologies and AI tutoring systems to assist students in higher education? Based on these research questions, I am analyzing respondents' age, income, and political affiliation to see if these variables have an effect on attitudes towards college students using AI assistance. Analyzing public opinion on emerging technologies like AI is an important and necessary step towards understanding what specific regulations are needed before developing guidelines on its uses. The following data was collected via an Amazon Mechanical Turk survey which asked various questions pertaining to AI and how respondents felt about it

¹ AI-based computer programs that provide personalized (sometimes instant) feedback to enhance learning experiences | Intelligent Tutoring Systems: Enhancing Learning through AI, The Princeton Review

being used to help college students with their assignments. After receiving responses, I assessed the data to see if my hypotheses were supported or unsupported.

Significance of Issue and Background

Currently, there is no piece of legislation that outlines how to responsibly use Artificial Intelligence in higher education institutions. As a result, this creates vulnerability and room for potential misuse and dependency on the tool. The negative effects of not having proper regulations are already becoming increasingly evident within academia, where educational institutions who strive to maintain academic integrity (Harvard Graduate School of Education), are seeing a growing number of instances where students are using tools like ChatGPT to produce AI-generated content to submit as their own work (Roose, 2023). This pressing issue within academia is further amplified by the lack of state level regulations (The Council of State Governments), and the fact that education systems have yet to address the quickly evolving technology. As a “world leader” in AI innovations and research, the State of California is especially concerned with addressing these rising issues due to its prominence in technology and leading in AI and other advancements. Home to 35 out of 50 of the world’s leading AI companies and top institutions dedicated to focusing on AI research, California is arguably the most capable and obligated state that is responsible for establishing guidelines towards AI regulations and uses (Office of Governor Gavin Newsom, 2023).

In response to the quickly advancing nature of AI, Governor Newsom signed Executive Order N-12-23 in September 2023, laying out California’s plan to “ethically and responsibly” use AI technologies throughout state government (Office of Governor Gavin Newsom, 2023). Shortly after, President Biden also signed an Executive Order pertaining to AI, in October 2023. Biden’s executive order was signed with the intention of creating safety regulations in order to

protect Americans from AI risks,² while also promoting equity, increasing transparency in data collection, and safely maximizing public benefits when using AI models (The White House, 2023). To further support the idea of regulating AI in education, Biden's executive order specifically addresses the responsible development of AI in "the education sector" to further develop guidelines and resources on how to address AI uses in education (Executive Order 14110). These executive orders both highlight the importance of regulating the increasing use of AI, thus emphasizing the need to study its effects in order to understand who is being affected, and how AI will impact education systems as it continues to advance.

When considering the effects AI usage will have on educational settings, one must first acknowledge the several stakeholder groups that are being affected. The most directly affected group is students, who are experiencing the firsthand effects of using AI models like ChatGPT or Intelligent Tutoring Systems. Students are immediately affected by this technology, as they would be the ones engaging with AI models. Further, students would be the primary focus group if researchers were to conduct studies on the effects of students using AI in educational settings. Educators and educational institutions are also significant stakeholders as they are affected by the student's use of AI, which can have potential benefits and risks, depending on how the technology is being used, (Stanford Institute for Human-Centered Artificial Intelligence, 2023) and how the educators are approaching AI usage in their courses. Understanding the effects of using AI in education is important because it can have both negative and positive outcomes for students, universities, and educators. Comprehending these effects is fundamental to understanding what should be addressed when creating policies on the state level and within

² Risks including: "fraud, unintended bias, discrimination, infringements on privacy, and other harms from AI." - Executive Order 14110

educational institutions like the California State University (CSU) and University of California (UC) System.

Researchers are actively seeking to understand what effects AI will have on education. According to the Stanford Institute for Human-Centered Artificial Intelligence, using AI can benefit students in various ways. For example, it can provide immediate feedback, it can create a judgment-free learning environment, and it can improve learning quality by uniquely conversing with students in a way that is personalized to their unique learning preferences (2023). Additionally, a study by El Saadawi et al, supports the idea that intelligent tutoring systems that provide instant feedback have a “statistically significant positive effect on learning gains” (2010). This evidence further highlights AI’s potential to assist students in enhancing their learning and academic performance.

Given the concerns surrounding AI in education, there are several risks that AI engineers need to address before policymakers and educational institutions can responsibly create and implement guidelines on its uses. For instance, Stanford Institute for Human-Centered Artificial Intelligence found several significant risks to utilizing the technology. For example, AI can produce incorrect responses, and it does not optimize student’s learning to spark even more curiosity. Further, it does not accurately reflect diversity when generating its responses, rather it produces stereotypical responses which fail to properly assist those who come from historically underserved communities (2023). These drawbacks emphasize the need for these risks to be addressed before students and educators can trust its uses for coursework assistance.

Some educators worry that AI assistance, for instance AI chatbots, can potentially produce an uptick in cheating behaviors on academic assignments. In response to this, Victor Lee, an associate professor at Stanford Graduate School of Education stated that currently, “data

suggest[s], perhaps to the surprise of many people, that AI is not increasing the frequency of cheating” (Spector, 2023). This textual evidence clearly outlines an educator’s perspective of not worrying about cheating when it comes to this technology. Lee also acknowledges that this may change as students get more familiar with AI technologies, alluding to the fact that once students become proficient with using AI assistance, then the frequency of cheating might produce an uptick, further calling for regulation. Overall, it is safe to say that AI technology has the potential to affect student’s education on a mass scale, further emphasizing the need to establish policies that outline how to responsibly use and regulate the use of AI within educational settings.

AI has become increasingly relevant, catching the attention of global organizations who acknowledge the challenges that must be addressed when using AI in educational settings. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is actively involved in addressing the policy debates surrounding AI technologies. One of the ways UNESCO is attempting to mitigate risks and misuse of AI in education is to develop a “human centered approach to AI” which will reduce inequalities in accessing knowledge, research and diversity. In addition, UNESCO is also working to ensure that AI does not create greater technological disparities between countries (UNESCO). Given the global attention this technology has received, it is crucial to regulate and teach students how to responsibly use AI, otherwise it has the potential to produce misinformation among other risks that arise when using it. Misinformation that is generated by AI technologies can sound compelling, yet the responses may also be incorrect. This is supported in the article “Artificial intelligence and increasing misinformation” which reads “Misinformation created by the generative AI models may be better written and more compelling than that from human propagandists” (Monteith, 2023). This further supports the idea that misinformation can be framed to sound intelligent and correct, but

most important, convincing. All in all, researchers are currently assessing the various risks and benefits entailed with using AI. This technology is developing at an alarming rate, thus it is necessary for states and countries who are behind in addressing it, to catch up.

Theory and Argument

Based on my research questions, I am attempting to answer; What are the public opinions regarding the use of AI assistance to help college students with their coursework? What factors are associated with willingness or reluctance to accept AI technologies and AI tutoring systems to assist students in higher education? I propose the explanation that the manner in which AI is presented, along with demographic factors such as age, income, and political affiliation, will all play a role in shaping respondent's attitudes towards the use of AI in educational settings. I'm predicting my findings will support the idea that positively framing AI along with younger age, lower income, and left-leaning political affiliations will demonstrate more accepting attitudes towards using AI assistance in education.

My first hypothesis (**H1**) predicts that younger individuals (aged 18-34) will have more accepting attitudes towards using AI assistance. My second hypothesis (**H2**) predicts that those earning "lower income" (less than \$45,000 annually) will be more supportive of AI in education. My third hypothesis (**H3**) predicts that Democratic individuals will demonstrate accepting attitudes toward using AI in higher education settings. Finally, my fourth hypothesis (**H4**) predicts that presenting AI benefits in a positive frame will lead to more supportive responses in the treatment group who received the positive AI statement, compared to the control group who did not receive the treatment statement.

Looking deeper into my treatment question which positively frames AI by citing a study that demonstrates support for its uses, I predict the survey respondents who received the

treatment statement will demonstrate more supportive responses, compared to the control group. The treatment I gave to respondents states, “An academic study by El Saadawi et al. (2010) finds evidence that Intelligent Tutoring Systems that provide immediate feedback in a way that simulates human tutoring, can positively affect learning gains. This technology has the potential to help students enhance their academic performance. Do you support or oppose the use of AI as an assistance tool to help college students with their academic assignments?” My fourth hypothesis (**H4**) predicts this treatment will produce more supportive responses in favor of using AI, compared to the control group who simply received the question “Do you support or oppose the use of AI as an assistance tool to help college students with their academic assignments?” This hypothesis predicts that framing AI in a positive and beneficial manner will lead to greater acceptance towards utilizing AI technologies to support students in higher education.

The independent variables of my research include age, income, political affiliation and the treatment question that positively frames AI effects on learning outcomes. My dependent variable is public opinion on the use of artificial intelligence in higher education. To understand the causal mechanisms that drive the relationship between the independent and dependent variables, I will break down how each factor may influence public opinion and survey responses. For example, younger age can play a role in shaping attitudes towards accepting AI assistance for educational purposes, because younger individuals developed alongside the internet and other emerging technologies like smart phones. Therefore, the proximity and familiarity may affect their attitudes to entail more accepting beliefs. Evidence to support this can be found in an article by Pew Research Center in 2012, that states those who are younger than 35 years old were “more likely” to utilize the emerging technologies around them (Anderson and Rainie, 2012), thus supporting the casual mechanism which suggests that age may influence AI acceptance.

For income, the causal mechanism that may drive the relationship between lower income and AI acceptance could be that those who have less resources and little to no access to private tutoring will seek more cost efficient ways of receiving academic help. Given that ChatGPT is completely free and easy to access in the U.S.³ one can understand how lower income individuals may be more inclined to seek any means of affordable and accessible help.

For political ideologies, an explanation behind why I predict Democrat or Liberal individuals will be more accepting of college students using AI relies on the idea that these individuals are more supportive of adopting technologies as long as they advance and improve different sectors and institutions. Because political affiliation often influences how individuals feel about certain policies, values, or emerging inventions,⁴ I predict that left-leaning individuals who self-identify as a Democrat will demonstrate more accepting attitudes towards AI uses in my study. An explanation to support this causal mechanism can be drawn from a study by Pew Research Center which states that one of the biggest concerns with adopting AI is the fear of being displaced from jobs (Faverio and Tyson, 2023). Due to this evidence, if my hypothesis is correct, a mechanism to explain why Republicans will be more reluctant to accept automation and AI within other industries, is because of the fear of job displacement.

The causal mechanism that drives the hypothesis regarding positive AI framing can be explained through the idea of respondent's favoring something that is framed to showcase its benefits, thus producing more supportive responses. My treatment may have an effect on respondent's attitude due to how it highlights how AI systems can have a positive effect on learning outcomes. Framing is an effective way to shape how individuals feel or perceive a particular subject or idea (Taylor and Gibbons, 2018), thus it is an efficient way of influencing

³ For no charge, users can access OpenAI's ChatGPT and other resources like "Unlimited messages, and interactions and access to GPT-3.5 model - OpenAI

⁴ Political affiliation indicates support for your preferred party's ideologies and beliefs - Political Science Guru

how individuals may respond. In this instance, framing may prove to be a great way of making AI uses sound more appealing when respondents are answering if they support or oppose its uses in educational settings.

My conceptual hypothesis can be broken into four separate hypotheses. *Conceptual Hypothesis 1*: Age may influence attitudes towards using AI. *Conceptual Hypothesis 2*: Income level will affect attitudes on AI use. *Conceptual Hypothesis 3*: Political affiliation will play a role in shaping opinions on AI uses. *Conceptual Hypothesis 4*: Presenting AI in a specific and intentional manner will produce a certain desired outcome. To summarize, the independent variables age, income, and political affiliation all shape attitudes on AI use, and specific AI framing will shape how respondents perceive its uses.

In order to test the relationship between the independent variables and the dependent variable, I operationalized the hypotheses by measuring respondent's age, income, and political affiliation through survey questions in which I received their responses. I measured respondents who were less than 35 years old as "younger" and having more accepting attitudes. I measured those who earned less than \$45,000 annually as "lower income," who may also show more acceptance. I measured political affiliation by asking respondents if they identified with Democrat, Republican, or Independent. Finally, I operationalized the treatment by framing it in a way that may evoke more supportive attitudes on AI. I measured its effectiveness by comparing the mean and standard deviation between the treatment and control group.

Research Design and Data

In order to understand public opinion and how Californians feel about AI and its uses in education, I designed and conducted an online survey. The survey was created using Qualtrics and was distributed using Amazon Mechanical Turk (MTurk). This large-n study focused on

observing the potential relationship between the independent variables, and seeing if they have an influence on shaping attitudes towards AI use (dependent variable). The survey consisted of four AI-related questions that were neutrally framed to avoid bias within respondent's answers. Among these four neutral questions, I also wrote one control and one framed treatment question. These questions were written with the intention of understanding how individuals feel about AI uses within educational settings without sounding too repetitive. For instance I am asking if respondents believe AI is helpful or harmful for student's learning (see question 3 Fig. 6), whether AI is ethical to use as long as it's uses are being acknowledged (see question 2 Fig. 6), and asking whether or not it should be prioritized to be implemented within colleges (see question 4 Fig 6), etc. The variation in questions and likert scales was a deliberate design choice to stimulate more thoughts on the uses of AI. This was also an intentional way of avoiding respondent fatigue that could have occurred if my questions were phrased too similarly.

This study aims to understand public opinion on AI assistance to support students who are in college or other higher education settings. The online survey reached a total of 197 participants which offered a substantial number of responses to assess in this research. After receiving my results, I used the Qualtrics function labeled "Crosstabs IQ," to further assess how Californians responded to my survey. When using this function on Qualtrics, the cross tabulation tool allows you to "perform [a] multivariate analysis on 2 or more variables at a time" (Qualtrics), thus allowing one to examine the variables that they are assessing, in order to see the relationship between them. I cross tabbed several of my AI-related questions to the demographic questions that aligned with my independent variables including; age, income and political affiliation. In this study, bar graphs were the most effective and visually appealing way to represent the data and the crosstab of the independent variables with AI questions.

In order to create figures that visually represent my data, I performed a cross-tab analysis on the following variables: Age with the question on AI and ethicality (see question 2 Fig. 6), Income level with the question on whether AI implementation should be prioritized (see question 4 Fig. 6), and political affiliation with the question on whether AI is helpful or harmful (see question 3 Fig. 6). After I cross-tabbed these variables with the AI-related questions, I evaluated the response percentages to create bar graphs that show the relationship between the variables and the AI-related questions.

When assessing the research as a whole, there are several strengths and areas of improvement that must be addressed. In terms of strengths, having a variation in AI-related survey questions produced interesting and insightful answers that should be further explored to continue the efforts in assessing public opinion to create AI regulations and guidelines to responsibly use at the university level. Another strength was having a nearly even amount of respondents for the control and treatment groups. The control group consisted of 98 respondents whereas the treatment group consisted of 99. These numbers being so close in margin suggests that the experiment questions were conducted in an appropriately balanced manner that indicates reliability when comparing the two groups.

This study identified several areas of improvement. For instance, one of these areas that needed improvement included not having reliable response data regarding which counties respondents reside in, within California. This was a drawback for the study because this part of the demographic question was a write-in answer, thus creating room for error as respondents often wrote “USA” under the county question. Another area of improvement suggests enhancing the treatment question to entail a stronger response. A more convincing treatment question that frames AI in a more beneficial, less neutral tone may produce the results that I initially

hypothesized. The final area of improvement suggests that the respondent pool did not accurately reflect demographics that may be applicable to the U.S. as a whole. For instance, as seen in Figure 1, there was a disproportionate amount of individuals in the 25-34 age group. There was also a surplus of Democrats, and respondents who fell under the \$45,000-\$59,000 income bracket. This respondent pool limits the true perception of how public sentiments feel towards AI in higher education, however, it still serves as an important initial step towards sparking efforts around this research area.

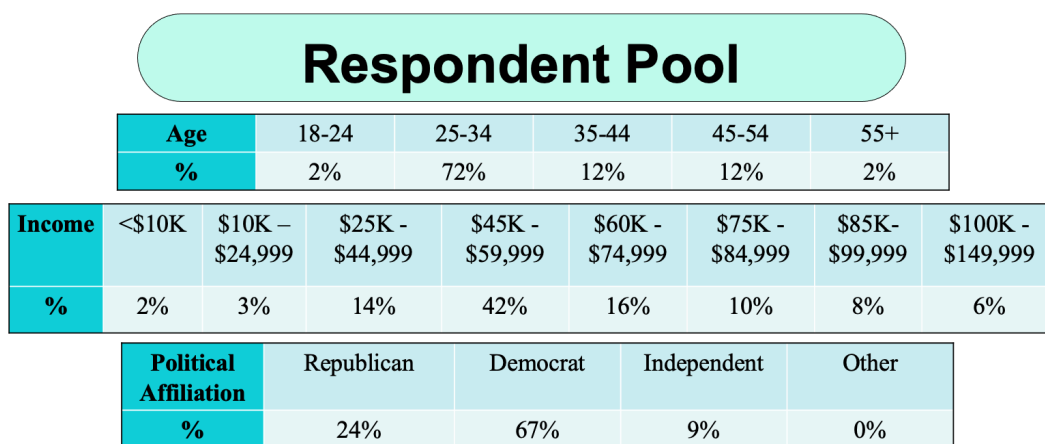


Figure 1. Respondent Pool of Independent Variables

Findings

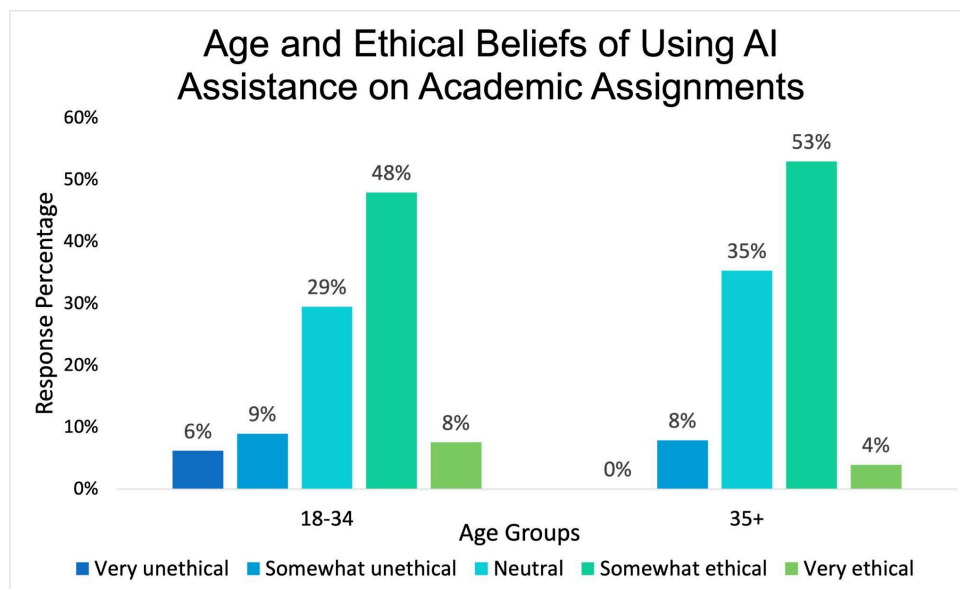


Figure 2. Age and Ethical Beliefs Regarding AI Assistance on Assignments

Figure 2 visualizes the relationship between age groups and their ethical beliefs about students who use, but acknowledge that they use AI assistance on their assignments (see question 2 Fig. 6). I received this data by cross-tabulating the age variable under this specific AI question to understand how age groups view AI assistance as long as students acknowledge they used it. My first hypothesis (**H1**) predicted that younger individuals, specifically those aged 18-34, will exhibit more accepting attitudes towards college students using AI assistance. In this context, this would indicate that younger respondents would be more likely to respond to this question with “Somewhat Ethical” or “Very Ethical.” As seen in Figure 2, these observations did not align with my hypothesis. Instead the data suggests that respondents in the 35+ age groups were slightly more supportive in believing that using AI with acknowledgement of its uses, is “Somewhat Ethical” or “Very Ethical.” These findings indicate that older respondents appear to be somewhat more supportive of using AI as long as students acknowledge that they used it to help them, therefore, this finding does not support my first hypothesis H1. Initially, my hypothesis previously supported this notion because younger people developed alongside technology and use it frequently, thus they may feel more naturally inclined to adopt newer technologies compared to their older counterparts; however this finding suggests that young age and technology acceptance may not positively correlate after all. Though this result was unexpected, it is important to understand and acknowledge the diverse public opinions that shape how California views the use of AI in educational settings.

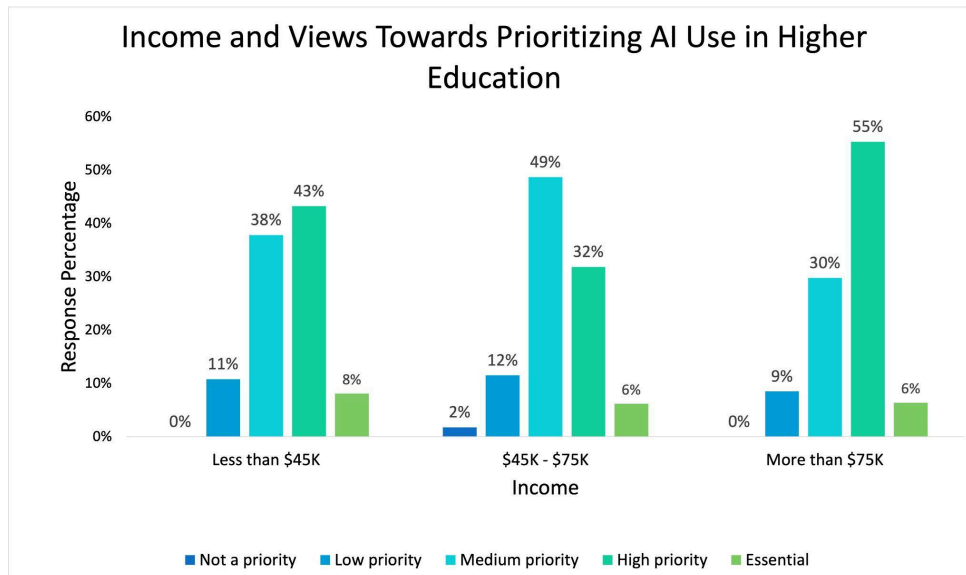


Figure 3. Income and Views Towards Prioritizing AI in Higher Educational Settings

Figure 3 depicts the relationship between different income groups and their views on the extent to which AI should be prioritized and implemented within higher education institutions. This data was obtained after cross-tabulating income groups and the responses from the question that asks the extent of AI implementation and its level of priority. I chose to compare these two in order to gain a better understanding of what income groups will show more acceptance for using AI technologies in education settings. The results indicated that individuals who were in the higher income bracket demonstrated slightly more supportive attitudes towards prioritizing the implementation of AI within higher education. As seen in Fig. 3, 55% of respondents in the “more than \$75,000” income bracket responded that AI assistance should be implemented with high priority. This finding does not align with my second hypothesis which posits that those earning “lower income” (less than \$45,000 annually) will be more supportive of AI in educational settings. In summary, this finding reveals an unexpected positive relationship between high income and accepting AI uses in higher education. Though this went against my

hypothesis, it is important to look further into why this income bracket shows more acceptance while the lower income bracket does not.

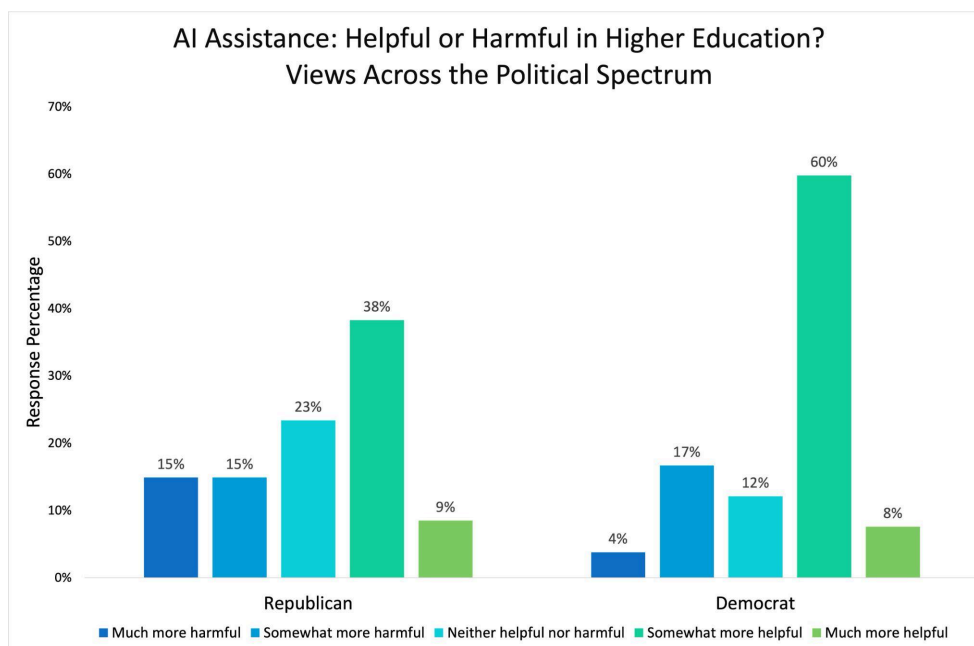


Figure 4. Political Affiliation and Helpful or Harmful Stance

Figure 4 illustrates the correlation between political affiliation and whether the respondents believe AI is helpful or harmful for student’s learning. The results were received after cross-tabulating the variable political affiliation with the responses from the question that asked participants if they believe AI assistance is more helpful or harmful for student’s learning (see question 3 Fig. 6). These two questions were compared in order to understand how political affiliation may influence attitudes towards the use of AI in educational settings. The findings show that Democrats were slightly more supportive in finding AI “somewhat more helpful.” As depicted in Figure 4, there was a significant increase in Democrats who found AI more helpful than Republicans, thus producing a large uptick in one of the supportive responses. This trend aligns and supports my third hypothesis which posits that self-identifying Democrat individuals will show greater accepting attitudes toward using AI in higher education settings. This finding

corresponds to my initial prediction which was supported by the notion that Democrats are generally more accepting of newer innovations, if they are intended to achieve a greater good for various institutions and industries. This finding supports this idea and aligns with my third hypothesis, further suggesting that political affiliation can play a significant role in shaping attitudes towards college students utilizing AI technologies.

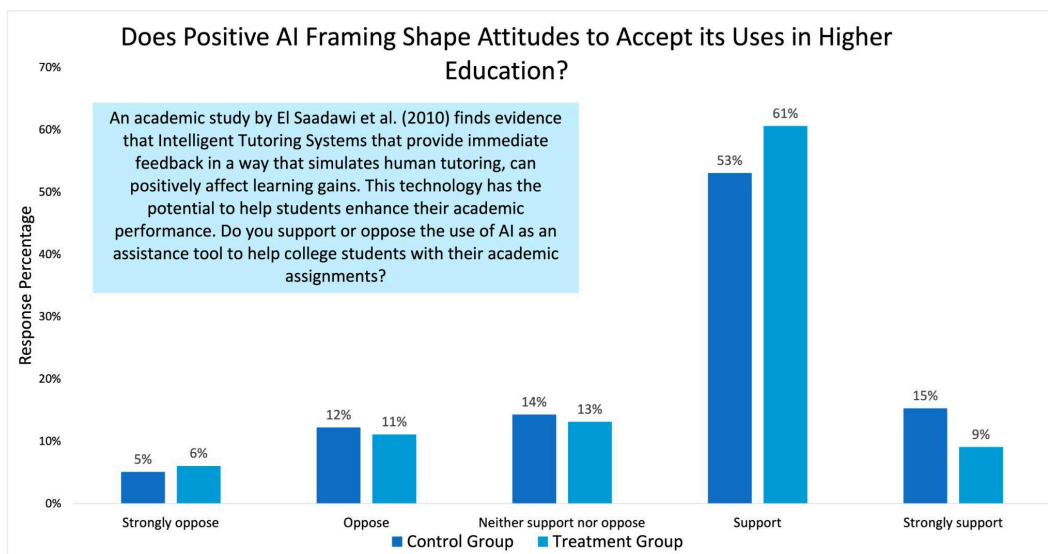


Figure 5. AI framing: Control vs Treatment Group Responses

The treatment question, which was one of my independent variables, was measured by comparing the answers from the control and treatment group. In the survey, the treatment group question was framed in a way that was intended to generate respondent's support for the use of AI in higher education. Given that the treatment statement provided context that supports the idea that AI can positively affect learning gains, I predicted that respondents who viewed the treatment question would view AI in education with more acceptance. After creating the graph which assessed the response percentages, I compared the mean and standard deviation from the control and treatment group. I conducted a t-test which resulted in a P value significance level of 0.7337, therefore finding this treatment not statistically significant. This evidence along with the

visual representation of the results shows that my treatment statement did not produce the response that I was anticipating. This finding does not support my fourth hypothesis (H4) which predicts that presenting AI benefits in a positive frame will lead to more supportive responses in the treatment group who received the positive AI statement, compared to the control group who did not receive the treatment statement.

In summary, only one hypothesis was supported in this study, that being my third hypothesis (H3) which posits that individuals who identify as Democrat will show greater accepting attitudes toward using AI in higher education settings. Age and income may play a role in shaping attitudes, however they do not align or support my first or second hypothesis. This same result also applies to my fourth hypothesis which resulted in a statistically insignificant p value which did not support the idea that my treatment framing will produce more supportive responses. All in all these findings provided insightful context and should be explored further in future studies.

Figure 6. AI Survey Questions

1. How often do you use tools related to Artificial Intelligence (AI)? For example, ChatGPT, Siri, Alexa, Google Bard, Bing AI Chat, Spotify DJ X, etc.

- Daily
- Weekly
- Monthly
- Yearly
- Never

2. Some college students use AI to help them write essays or create outlines to spark ideas. To what extent do you think it is ethical to use AI assistance to complete assignments, as long as you acknowledge that you used it?

- Very unethical
- Somewhat unethical
- Neutral
- Somewhat ethical
- Very ethical

3. Do you think using AI assistance is more helpful or harmful for student's learning?

- Much more harmful
- Somewhat more harmful
- Neither helpful nor harmful
- Somewhat more helpful
- Much more helpful

4. Governor Newsom recently signed an Executive Order to study the development, uses, and risks of AI to evaluate its effects throughout the state. To what extent should educational institutions prioritize implementing AI assistance in light of this executive order?

- Not a priority
- Low priority
- Medium priority
- High priority
- Essential

5a. Do you support or oppose the use of AI as an assistance tool to help college students with their academic assignments?

- Strongly oppose
- Oppose
- Neither support nor oppose
- Support
- Strongly support

5b. An academic study by El Saadawi et al. (2010) finds evidence that Intelligent Tutoring Systems that provide immediate feedback in a way that simulates human tutoring, can positively affect learning gains. This technology has the potential to help students enhance their academic performance. Do you support or oppose the use of AI as an assistance tool to help college students with their academic assignments?

- Strongly oppose
- Oppose
- Neither support nor oppose
- Support
- Strongly support

Analysis, Conclusions and Implications

Overall, based on my findings, I can see that many individuals are still hesitant to embrace the use of AI within important institutions like education. The complex and often polarizing ideas behind this new and emerging technology is not surprising when one compares

AI advancements to the development of the calculator. When considering the example of the calculator and how individuals were initially skeptical of adopting its uses, one can see that over time, acceptance was a slow but gradual process that occurred regardless of people's reluctance to accept it. This is an important implication to consider because it suggests that within the next few decades, AI acceptance will eventually occur, but it may happen gradually over time.

In this study, the results suggest that the variables age and income may play a role in shaping attitudes towards AI uses in higher education, however they do not necessarily align with my predictions, therefore not supporting my first (H1) or second hypothesis (H2). Initially, I expected that lower income individuals might show more acceptance to implement AI assistance in education because they may want to access extra learning resources without the financial obligations of hiring a tutor. Though this may be true, this was not the case in the study, given that higher earning individuals demonstrated more accepting attitudes, thus not supporting my second hypothesis H2.

On the other hand, my third hypothesis (H3) was supported and aligned with the theory that political affiliation will influence attitudes towards accepting AI uses amongst college students. A possible explanation is that left leaning individuals are typically more prone to accepting new technological advancements. Evidence to support this can be found in a Pew Research Center report which states "Republicans are more likely than Democrats to say they are more concerned than excited (45% vs. 31%)" when asked about the increased use of AI in their daily lives (Rainie, et al, 2022). This evidence validates the idea that political affiliation will affect personal ideologies enough to align with what their party or affiliations believe.

My fourth hypothesis (H4) did not produce the responses I expected. This could be due to a weak treatment which failed to compell respondents in the treatment group to feel more

supportive of the use of AI assistance to support college students. In the future, a stronger treatment may entail the expected results. This treatment question was an effort in showing the efficacy of using a priming statement to produce a certain response.

In conclusion, the implications and what this research will mean for California, will be significant in influencing how other states lead their AI innovations, given California's prominence within technology. Overall, despite the fact that my results do not align perfectly with my hypotheses, my findings do highlight the need for more attention and regulation towards the ways students are utilizing artificial intelligence in education. Understanding public opinion on this controversial yet relevant topic is crucial, because there cannot be proper regulation without first acknowledging the high stakes involved with regulating this technology. Given that California is leading the US in AI and other technological innovations, these findings may not be significant, however, it contributes to the discussion of artificial intelligence and where it stands in academia. All in all, there are many benefits when using AI as a learning tool, however, there are also severe drawbacks which can hinder student's critical thinking skills, and can lead to reliance on the technology (Granados). Further research in studying the development of AI and seeing if the benefits will outweigh the risks, or vice versa is fundamental. Regardless, exploring the risks and benefits will prove to be a beneficial effort in order to create a greater understanding of who and what will be affected by this technology.

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