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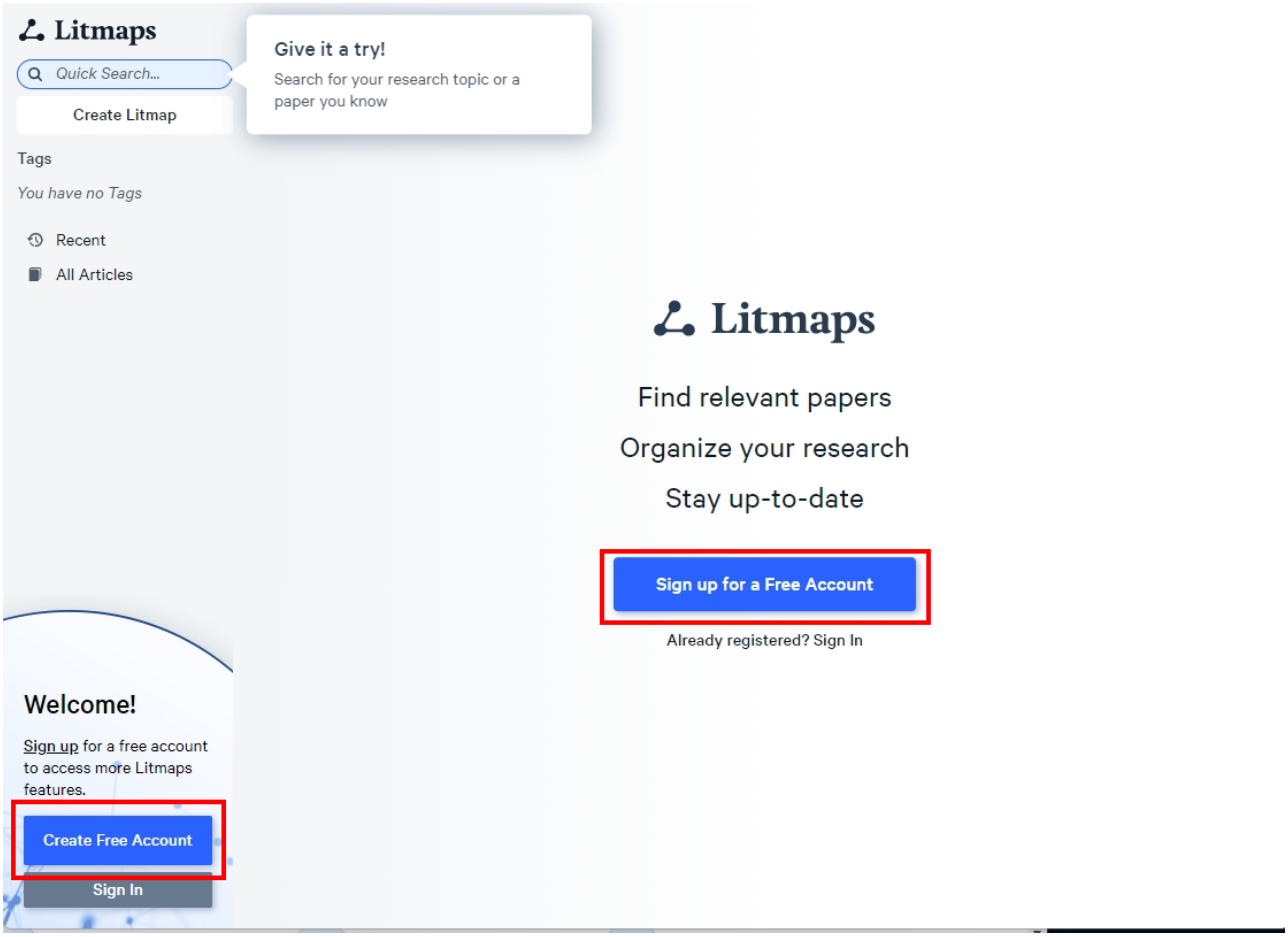

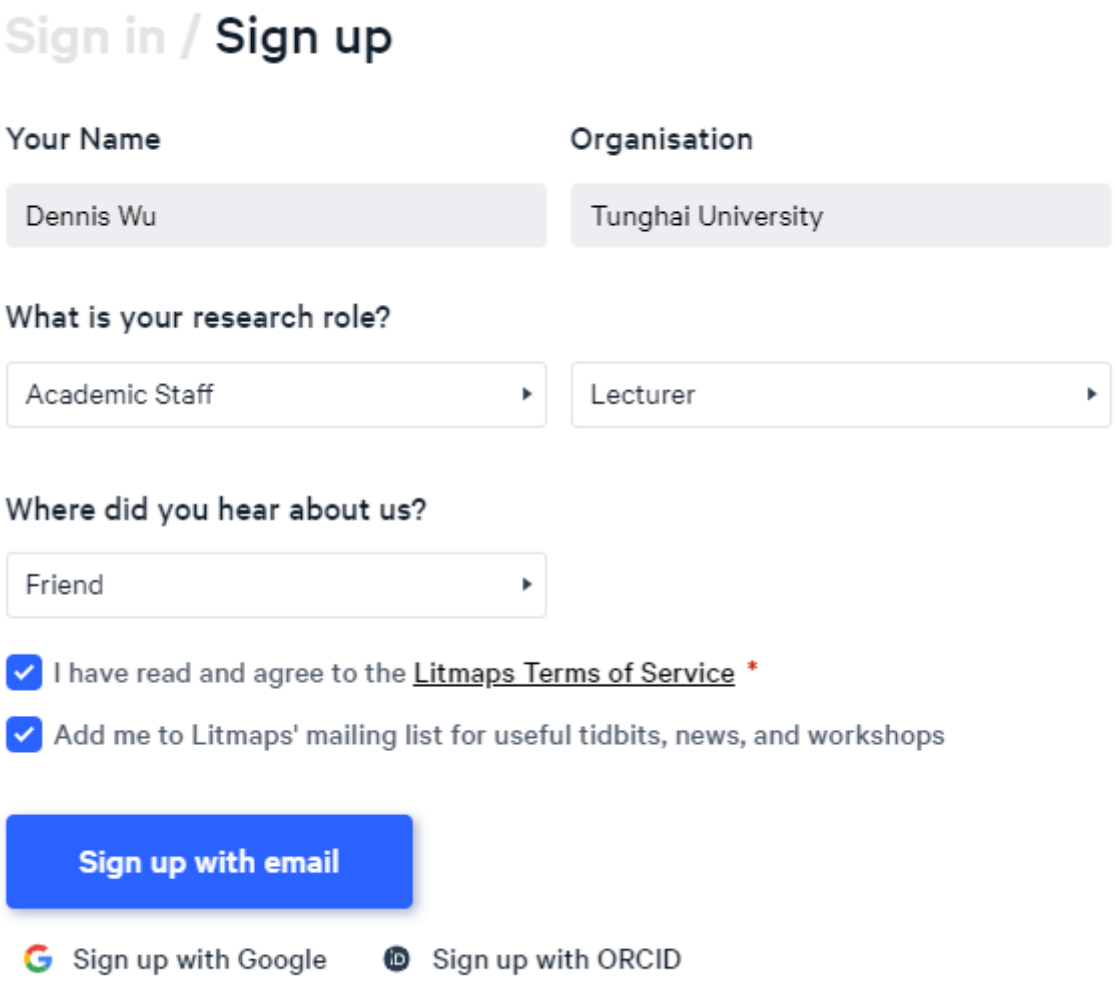
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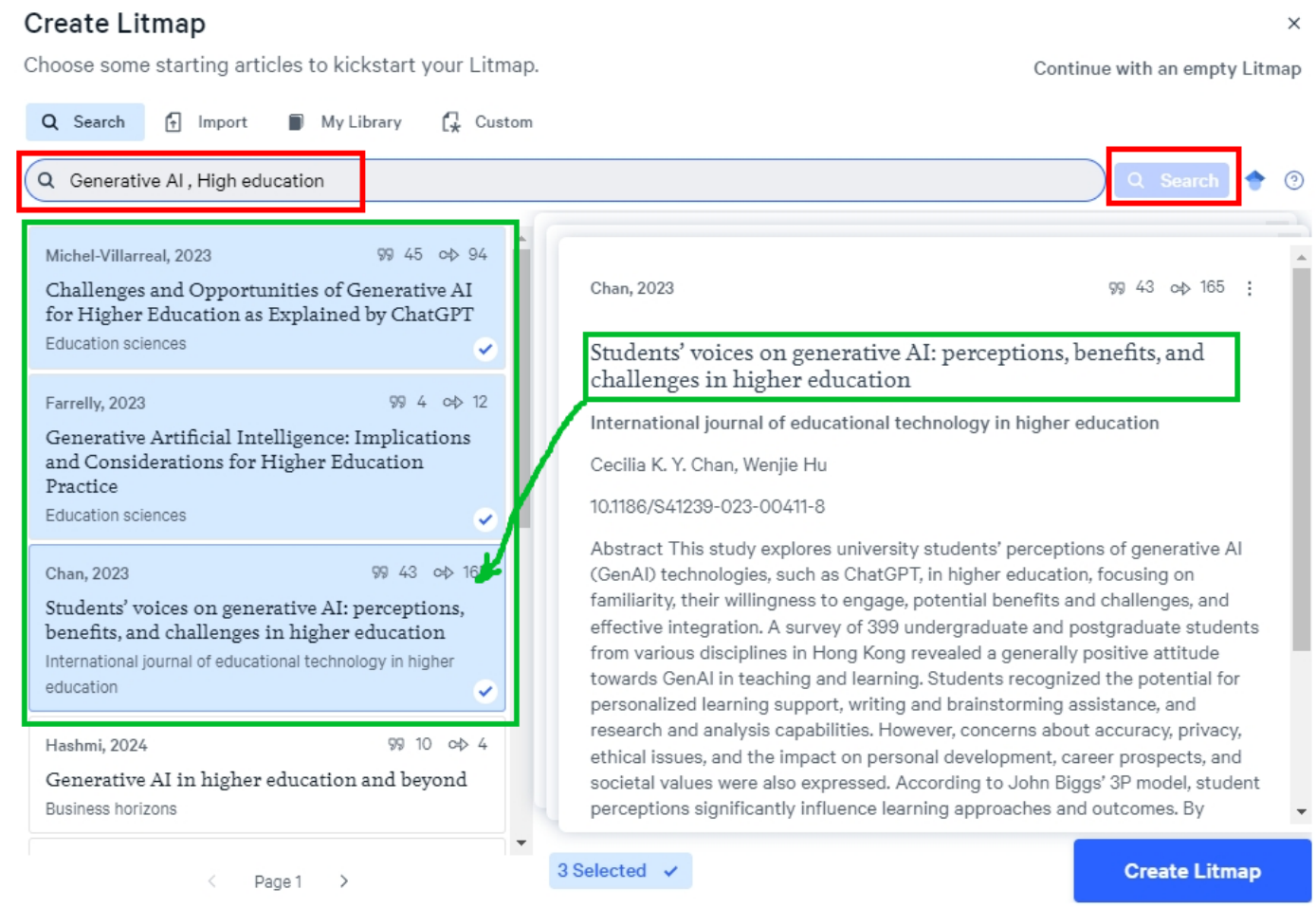
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Students' voices on generative AI: perceptions, benefits, and challenges in higher education
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Cecilia K. Y. Chan, Wenjie Hu
10.1186/S41239-023-00411-8
Abstract This study explores university students' perceptions of generative AI (GenAI) technologies, such as ChatGPT, in higher education, focusing on familiarity, their willingness to engage, potential benefits and challenges, and effective integration. A survey of 399 undergraduate and postgraduate students from various disciplines in Hong Kong revealed a generally positive attitude towards GenAI in teaching and learning. Students recognized the potential for personalized learning support, writing and brainstorming assistance, and research and analysis capabilities. However, concerns about accuracy, privacy, ethical issues, and the impact on personal development, career prospects, and societal values were also expressed. According to John Biggs' 3P model, student perceptions significantly influence learning approaches and outcomes. By
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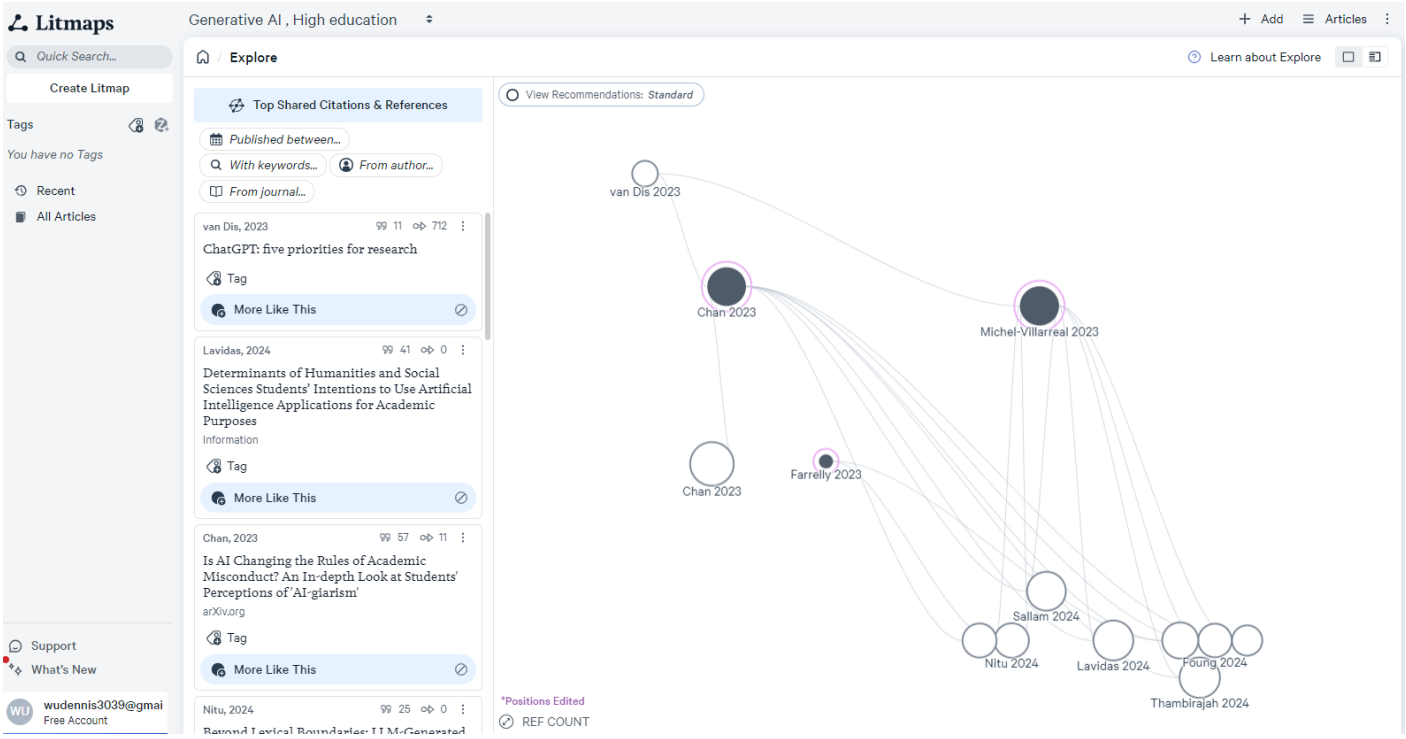
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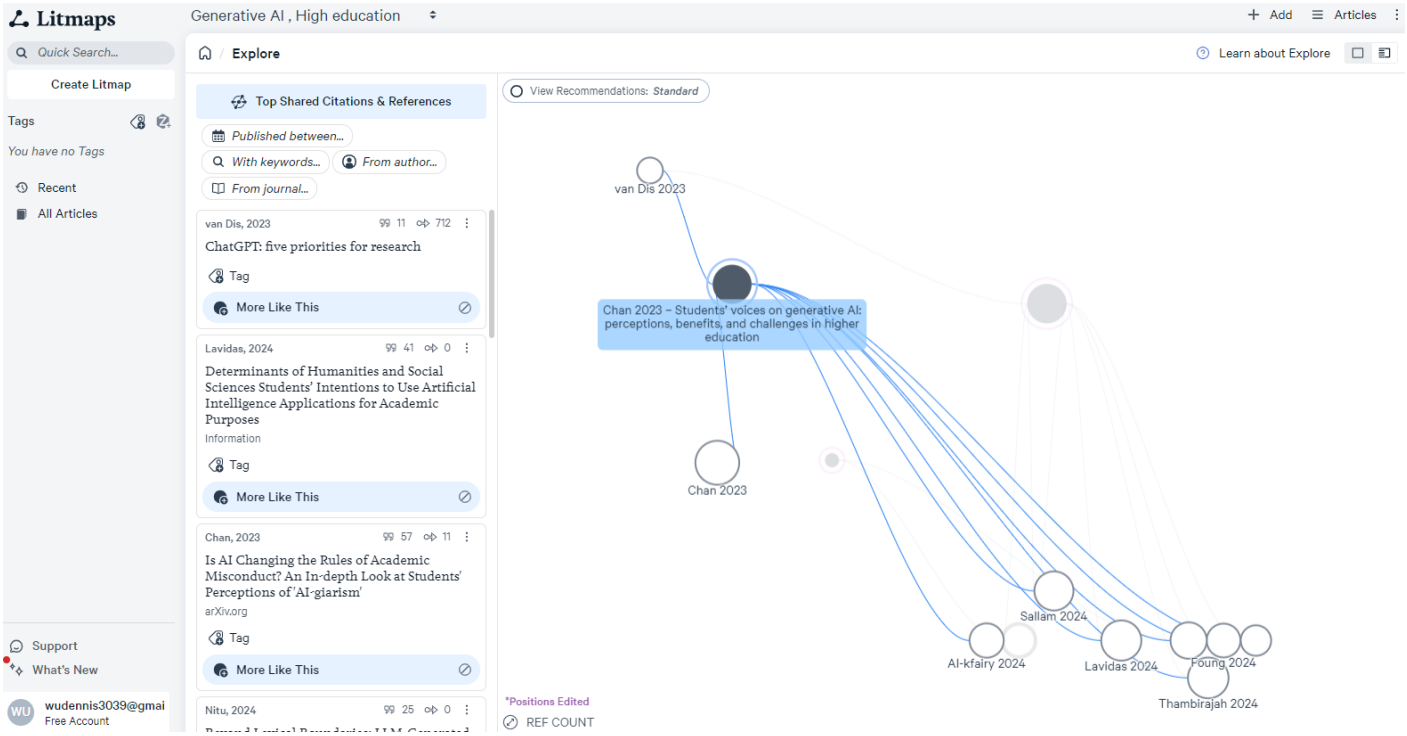
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