

Report for Specific Objective 1.4

"To analyze the uses of generative AI for education by university students"

Report by (in alphabetical order):

Mario Grande de Prado (Report coordinator)

Margarita Bonet Esteva

Amal Elasri Ejjaberi

Fernando Lara Lara

Cristina Mercader Juan

Joel Oliveras Lorente

Manuela Ordóñez Fernández

María Rosa Sobrino Callejo

Paloma Valdivia Vizarrreta

Collaborator: Joel Rodríguez Expósito

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Index

1. Context: The EdU-InA Project	4
2. Introduction	6
3. Work Process.....	8
4. Method.....	11
5. Results	16
5.1. Knowledge about GenAI	16
5.2. Academic use of GenAI	18
5.3. Stances on GenAI in university.....	20
6. Conclusions	24
7. References.....	27
8. Annexes	28
Annex I. Dissemination of Objective 1.4	28
Annex II. Using AI in the Workflow	29
Annex III. Sample Question for Expert Validation.....	31
Annex IV. EdU-E-InA Survey.	32

1. Context: The EdU-InA Project

Digital transformation is a priority on Spanish agendas: the Spanish Digital Plan 2025 (Government of Spain, 2020); the National R&D&i Plan 2021-2023 (Government of Spain, 2021), and on European agendas: the Digital Education Action Plan 2021-2027 (European Commission, 2025). Universities must accelerate their digital transformation, focusing on AI from the perspective of needing to learn about it, learn from it, and prepare for it. Since the popularization of ChatGPT in November 2022, society has been immersed in what is now considered the "fourth industrial revolution" (Chakraborty et al., 2022).

In this context, the EdU-InA project "Policies and practices of generative AI in higher education" (PID2023-149069OA-I00) was designed. EdU-InA is a R&D&i project funded by the Ministry of Science, Innovation and Universities. It seeks to understand the academic and professional knowledge and use of Generative Artificial Intelligence (GenAI, hereinafter) in Spanish universities, with the aim of designing a roadmap to ensure the efficient, ethical, and equitable implementation of AI.

The project addresses how this technology is being incorporated into the main pillars of university education: faculty, students, curriculum, and educational policies. To this end, EdU-InA involves researchers from the Autonomous University of Barcelona (coordinating institution), Complutense University of Madrid, University of Granada, University of León, University of Vigo, Open University of Catalonia, and the collaboration of Mondragon University.

The fundamental purpose of EdU-InA is to understand and improve the implementation of Generative Artificial Intelligence in university education, analyzing the preparedness of Spanish universities to face its challenges and opportunities, providing scientific evidence. To achieve its objectives, it focuses on three main actors (teachers, students and leaders of higher education institutions), which are embodied in 7 specific objectives:

GO1: Analyze the educational practices of generative Artificial Intelligence in university teaching.

- SO1.1: To diagnose the teachers' level of knowledge and use of GenAI.
- SO1.2: To identify good practices of how to use AI in university teaching for each discipline.
- SO1.3: To describe the possibilities and challenges of incorporating generative AI into different syllabuses.
- SO1.4: To analyze the uses of generative AI for education by university students.

GO2: To analyze policies and viewpoints on the deployment of Generative Artificial Intelligence in university education.

- SO2.1: To analyze the discourses and opinions on the incorporation of generative AI in university education.
- SO2.2: To describe the current policies and strategies on the use of generative AI in universities.
- SO2.3: To design a roadmap to help universities implement generative AI efficiently, equitably, and ethically in higher education.

Although GenAI offers significant benefits (personalized learning, instructional design, and assessment), the project includes a transversal, critical perspective to evaluate its limits, as well as its ethical and legal implications. EdU-InA seeks to contribute to digital transformation through the effective, equitable, and ethical integration of GenAI into higher education.

The EdU-InA team is firmly committed to open science. Therefore, all materials and results derived from the research conducted are available in open repositories and accessible from the EdU-InA website:

<https://eduina2427.wixsite.com/edu-ina>. In addition, at the end of this report (Appendix I) the dissemination actions related to the objective set out in this report carried out up to the time of its publication are reported.

2. Introduction

The irruption of different Generative Artificial Intelligence (GenAI) tools has affected higher education and there is a massive use of them. Its already daily use in students' lives and teachers has sparked the debate between its defenders and detractors. That is why research on GenAI is of great interest in the scientific community today. Those who defend its use rely on the possibilities of personalization of the teaching-learning process (Fošner, 2024). Meanwhile, those who reject them, in general, argue about ethical, environmental or creativity limitation issues (Phua et al., 2025).

Students who integrated GenAI tools, use them mainly as a support in specific academic tasks. Among the most common uses are to support writing - especially to improve the formality of the text, generate ideas or translate (Black & Tomlinson, 2025; Kasneci et al., 2023); the preparation of exams, such as personalized tutors (Ghaffar et al., 2025); the organization and synthesis of information for study or the performance of tasks (Black & Tomlinson, 2025; Tlili et al., 2023); or for specific uses to their disciplines with specific tools (Wang & Li, 2024).

To this end, Objective 1.4 of the EdU-InA project focuses on diagnosing the level of knowledge, use and stance of university students in relation to GenAI. This specific objective will provide data to the purpose of the project with a solid basis for the design of training policies, support strategies and regulatory frameworks, so that the integration of GenAI in university education is carried out in a critical, responsible and pedagogically grounded manner.

This report is structured in five main sections. After this introduction, the second section describes the work process developed to achieve Objective 1.4, detailing the phases of bibliographic review, design and validation of the questionnaire, sampling strategies and ethical and technical procedures used during data collection. The third section presents the methodology followed, based on a non-experimental design of a descriptive and exploratory nature, with the elaboration and validation of an *ad hoc* survey administered to a sample of university students from 6 Spanish universities. The fourth section presents the results organized into three dimensions (knowledge, use and stance) that allow us to understand the level of familiarity, the students' practices and the perceptions that students build regarding the incorporation of GenAI in university learning due to the incorporation of GenAI in

university teaching. The fifth and final section explains the conclusions, where the most relevant findings and the implications for the design of institutional policies and training strategies are synthesized.

3. Work Process

Objective 1.4 was organized in several phases and tasks that range from the initial literature review to the analysis of the data collected through the survey addressed to university students. The following table shows the timeline followed (Table 1):

SO1.4. To analyze the uses of Generative AI for education by university students											
Month (2025-2026)	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Task											
A1.4.1 Literature review on the uses of GenAI by university students											
A1.4.2 Design and validation of the survey to analyse the uses of GenAI by university students											
A1.4.3 Request for the updated number of students by university and selection of the sample											
A1.4.4 Survey distribution											
A1.4.5 Response monitoring (sending to new contacts/reminders)											
A1.4.6 Data processing and coding											
A1.4.7 Data analysis											
A.1.4.8 SO Results Report for 1.4											

Table 1: Timeline for Specific Objective 1.4.

The main activities carried out in each of the tasks are described below.

A1.4.1. Literature review on the use of GenAI by students

The process began with a review of the dimensions previously analysed in the survey addressed to teachers (see Report SO1.1.), with the aim of ensuring coherence between both instruments for collecting information.

Afterwards, a review of the scientific literature was conducted aimed at understanding the use, knowledge and stance of university students with respect to GenAI. For that, the search terms and inclusion criteria of the relevant publications were defined. The identified documents were analysed

using Rayyan, a specialized program for literature reviews, which facilitated the selection process and discussion among the researchers during the initial screening phase.

In total, 190 records were identified. After the elimination of duplicates and the application of the inclusion criteria, 39 publications were selected for analysis. This process allowed us to identify the dimensions and items potentially relevant for the survey addressed to students, as well as to incorporate aspects related to the ethical dimension and emotions within the positioning in relation to the GenAI.

A1.4.2. Sample selection

In June 2025, the sampling strategy was defined to collect responses from students belonging to different universities and disciplines. During this phase, the institutional procedures required for the distribution of the survey in each participating university were reviewed, considering the ethical protocols established in each institution. To plan the sample and access channels, the following actions were carried out:

- Consultation of updated enrolment data by bachelor's degree, course and gender in each university, in order to size the population by strata.
- Identification of the institutional procedures to contact students (specific protocols by each university, ethical committees, authorisations from deans or vice-chancellors, etc.).
- Selection of the most appropriate survey distribution channels in each case (institutional distribution lists, communication through deans' offices, bachelor's degree coordination, mentors in the case of the UOC, student delegations, etc.).

Subsequently, different contact channels were established for the dissemination of the questionnaire, including institutional distribution lists, collaboration with teachers for its dissemination among students, sending it to decanal teams and publication in virtual spaces linked to subjects.

A 1.4.3. Survey design and validation

Based on the results of the literature review and the analysis of previous instruments, a structured survey was designed composed of closed questions (Likert scale, single choice and multiple choice) and open questions. The questionnaire was organized into four main blocks: sociodemographic data, GenAI stances, uses and knowledge about this technology.

Once the instrument was designed, a validation process was carried out through review by experts from different universities, as well as by students belonging to the institutions participating in the sample. In this phase, the items were evaluated according to criteria of importance, appropriateness, univocality, and sufficiency. Based on the evaluations received, adjustments were made to the wording of the items, the response scales and the general structure of the survey. The survey was translated into Catalan, Galician and Basque.

A1.4.4. Distribution of the survey and monitoring of responses

The survey was administered between October and December 2025. During this period, the number of responses and the students' profile was monitored, with the aim of strengthening participation in disciplines or universities with less representation. This monitoring allowed us to adjust the strategies for disseminating the survey throughout the data collection period.

A1.4.5. Data processing, coding and analysis

Once the data collection phase was completed, an initial revision of the database was carried out to remove incomplete records and to prepare the information data for analysis. Quantitative data were coded and analysed using the SPSS program (v.30).

Furthermore, the answers to the open-ended questions were revised and coded through a qualitative analysis based on the identification and grouping of relevant units of meaning, following a procedure similar to the one applied in EdU-P-InA survey (see Report OE1.1.). This process allowed us to organise the responses into categories and interpretative dimensions that facilitated the understanding of the main results of the study.

A1.4.6. Report of the results of OE1.4.

As a final step of the specific objective 1.4., the results report was written, outlining the work process followed, the methodology applied and the main findings obtained. The document includes a first descriptive interpretation of the data and constitutes the basis for the development of the following objectives of the project, as well as for future actions of dissemination and transfer of the results of the research.

4. Method

4.1. Methodological approach

SO1.4 is part of a non-experimental, descriptive-exploratory, survey-based design. Its aimed is to analyse the uses of GenAI by university students for educational purposes in the context of Spanish higher education. A sequential mixed method approach is adopted: the quantitative data from the EdU-E-InA survey are complemented by the qualitative analysis of the open responses included in the instrument itself, which allows for a deeper understanding of the practices, perceptions and nuances that are not included in the closed questions.

4.2. Design of the EdU-E-InA instrument

The instrument for SO1.4 (EdU-E-InA) is designed after EdU-P-InA survey used in SO1.1, with the proper adaptation of the dimensions and items to the perspective of university students. The design process included the following faces:

1. Literature and instrument review

A review of the recent literature (from 2022 to 2025) on GenAI in higher education and, in particular, on studies focused on university students was carried out. After reviewing more than one hundred articles, we identified existing questionnaires, their dimensions and items, and they were included in an extraction matrix to assess their possible incorporation or adaptation to the context of the project.

2. Analysis of the Teacher Questionnaire (EdU-P-InA)

The SO1.1 questionnaire was analysed to identify the items and dimensions that are transferable to the students' perspective, especially in the dimensions of knowledge, use and stance with respect to the GenAI. Most of the questions were maintained with changes in the wording to adapt them to the student's role, while the use dimensions is rewritten to reflect educational uses of GenAI by the students.

3. Selection and adaptation of items from other instruments

Items and scales from previous relevant instruments were incorporated. For example:

- a. Technology acceptance models (TAM) to collect perceptions of usefulness and ease of use.
- b. Scales on dependence on GenAI in problem solving.
- c. Surveys that organise their items in SWOT-type (weaknesses, threats, strengths, and opportunities) regarding GenAI.

The resulting survey includes 108 items, distributed in 28 questions. These questions are organised into the following blocks:

- **Sociodemographic and academic data:** university, degree, discipline, course, gender, zone (rural or urban) and economic situation. It covers 7 items distributed in 7 questions.
- **Knowledge:** self-perception of knowledge about GenAI, familiarity with key concepts (e.g., *prompts*, hallucinations, etc.) and interaction strategies. It covers 28 items distributed in 8 questions.
- **Use:** frequency of use, types of academic tasks in which it is used (searching and contrasting information, writing, problem solving, exam preparation, etc.) and purpose that the GenAI fulfils in the study process. It covers 37 items distributed in 6 questions.
- **Stance:** attitudes towards GenAI, concerns, perception of risks and opportunities, assessment of equity of access and responsible use and emotions. It covers 36 items in 7 questions.

A combination of closed questions (Likert-type scales, single choice and multiple choice) and open questions are used, which allow examples of uses, personal strategies and reflections from the students to be collected.

4.3. Instrument validation

The validation of the EdU-E-InA survey follows the same logic of SO1.1, combining expert judges and practical judges (16 judges in total). Eight university teachers with experience in educational technology and/or GenAI participated in the validation process. Each item was assessed in four categories: univocality, appropriateness, importance, and sufficiency (Table 2). The validation of practical judges

included 8 students from different disciplines and universities. The students assessed the univocality of the items and provided suggestions on clarity, language comprehension and length of the survey. This information allows the instrument to be adjusted to the reality and language of the students.

The validation process was carried out through an online form, in which qualitative observations were also collected to improve the wording and scope of the items.

Category	Definition
Univocality	Evaluates whether the item is clear and unambiguous, allowing for unique interpretations.
Appropriateness	Evaluates whether the item is suitable for collecting relevant information about students' knowledge, use, and positioning.
Importance	Refers to the relevance and usefulness of the item to collect relevant information about students' knowledge, use and positioning with respect to Generative AI in university contexts.
Sufficiency	Refers to the number of items that belong to the question and whether these are sufficient to answer the question and obtain a complete measurement.

Table 2: Validation categories

After validation, the items with the lowest means or with greater dispersion in any of the categories were reviewed, and the necessary modifications were made (reformulation, mergers or elimination). Special attention was paid to ensuring that the survey was not excessively long in any of the dimensions (knowledge, use and stance).

The questionnaire was translated into the project languages (Spanish, Catalan and Galician), following the procedure previously applied in SO1.1.

4.4. Population, sample and access

The population of SO1.4 is composed by undergraduate students enrolled in the six universities participating in EdU-InA: Universitat Autònoma de Barcelona (UAB), Universidad Complutense de Madrid (UCM), Universidade de Vigo, Universidad de León, Universidad de Granada (UGR) and Universitat Oberta de Catalunya (UOC).

Thus, the sample ($N = 864$) is diversified among the universities in the project to ensure territorial representation. Students' from Universitat Oberta de Catalunya is 30.3% of the sample, 16.3% belong to the Universidad de Granada, 15.7% from the Universidad de León, 12.8% are from the Universidade de Vigo, 12.5% are from the Universitat Autònoma de Barcelona and the remaining 8.3% from the Universidad Complutense de Madrid. Regarding the disciplinary field of the students, the majority correspond to Social Sciences (30.2%), closely followed by Sciences and Engineering (28.4%), 23% of Health Sciences and 18.4% of Arts and Humanities.

The majority gender of the sample is female (58.3%), while 39.8% identify as male. Only 1.2% identify with non-binary gender and 0.5% have chosen not to answer.

Regarding the course enrolled, 29.3% have just started the degree (1st year), 22% of the sample is in the second year, 16.8% in the third year and 25.5% are in the fourth year of their undergraduate studies. Additionally, 3.9% are developing a fifth year and 0.2% a sixth. The mean age is 26.59 years, but with a standard deviation of 10.88. The mode is 21 years old, and the majority (56%) are in an age range between 17 and 22 years old. The rest of the sample is between 23-35 years old (25.7%), between 36 and 50 (13.3%) and over 51 years old (5%).

In line with the location of the universities, more than three-quarters of the sample (82.4%) lives in urban contexts while only 17.6% do so in rural areas. Finally, more than half of the students do not have a job while they are studying (52.3%), and of those who do, 22.1% have it to be able to assume their living expenses, 19.2% to be able to have their own money and only 6.4% to be able to pay for their studies.

4.5. Data collection and analysis

Data collection is carried out through the EdU-E-InA survey in online format, implemented with Microsoft Forms within the institutional infrastructure, which guarantees security and compliance with data protection regulations. Prior to the dissemination of the survey, there is the ethical approval of the UAB, as the main coordinators of the project (favourable report UAB-CERec92 of 21/02/2025).

The beginning of the survey includes an information sheet and informed consent, which explains the objectives of the study, the voluntary nature of participation, the anonymous processing of responses

and the possibility of requesting the report of results by voluntarily providing an e-mail, which is managed separately from the research data.

The quantitative analysis was performed from the database exported from Microsoft Forms and treated with a statistical package (SPSS v.31). The procedure included reviewing and cleaning the database and recoding the variables according to the established code matrix. The descriptive analysis included frequencies, percentages, means and standard deviations.

The qualitative analysis of the open questions is developed through a thematic coding procedure. To this end, an initial codebook was prepared based on an in-depth reading of the answers, identifying relevant units of meaning related to the knowledge, uses, and stances of the students in relation to the GenAI. Then, in pairs of researchers, each set of open-ended questions was coded, with subsequent comparison and code agreement to ensure internal consistency and reliability of the process.

5. Results

The results presented below are organized by the three dimensions that were analysed with the EdU-E-InA questionnaire: knowledge, use and stance of university students (N = 864) regarding the use of GenAI for academic activities.

5.1. Knowledge about GenAI

University students, in general, know the basis of GenAI, although just over half of them (58.6%) would know how to explain what GenAI is either informally (41.1%) or with knowledge about the subject (17.5), the other 41.4% are students who have never heard of it (12.3%) or have heard of it, but do not know what it is (11.7%) or understand what it is but they would not know how to explain it (17.5%). In a numerical scale from 1 to 5, where 1 is the lowest value (I've never heard of it) and 5 is the highest value (I have the knowledge to explain what GenAI is), the mean of the results is 3.4 (SD=1.25). However, with respect to knowing how to differentiate AI from GenAI, the average drops to 2.55 (SD=1.3).

Regarding the specificity of the concepts related to GenAI, students are familiar with the most popular ones such as prompts or algorithms (Table 3). For the rest of the concepts, the mode is "I've never heard of it", especially in the case of LLM, NLP and hallucinations, which half of the students have never even heard of.

A lot of students states that they have received training on GenAI (42.2%) through online materials (24.7%), through digital social networks (15.7%), at the university (13%), in courses or workshops outside the university (8%) and among peers (7.1%). The training has been mainly instrumental -how the tool is used- (27.2%) and reflective or debating -ethical issues or limitations- (21.9%). To a lesser extent, students have been trained at a technological level (19.7%), pedagogical (16.2%) or related to their profession (16.2%).

	I have never heard of it	I have heard of it, but I don't know what it is	I understand the concept, but I wouldn't know how to explain it	I could explain it informally	I have knowledge to explain the concept and how it relates to GenAI
Prompts	24.5%	13.2%	8.3%	30.7%	23.3%
Hallucinations	48.4%	9.8%	10.9%	18.8%	12.2%
Large Language Model (LLM)	55.4%	14.6%	10.0%	11.3%	8.7%
Natural Language Processing (NLP)	46.2%	17.6%	13.0%	15.0%	8.2%
Machine Learning	33.8%	15.9%	17.0%	21.8%	11.6%
Deep Learning	36.6%	19.9%	17.2%	17.7%	8.6%
Tokens	37.7%	23.6%	13.5%	15.3%	9.8%
Algorithms	5.3%	13.0%	25.7%	37.6%	18.4%

Table 3: Students' knowledge of specific concepts related to GenAI (Percentages and average)

The main training needs are concentrated on the safe use of GenAI, its application in learning contexts and in their professional field, as well as on the technical use of the tools. The category with the highest presence is safe, reliable and free use (13.5%), followed by application for professional work (13.4%), use in learning processes (12.8%) and technical use (prompts, management...) (11.3%).

Going further about their knowledge of the GenAI for its correct use, four aspects were assessed: ethics, safety, trust and legality. The students indicate that they know how to use it legally ($M=3.71$, $SD=1.24$) and ethically to improve their learning ($M=3.48$, $SD=1.25$) and, although to a lesser extent, they know how to use the GenAI safely ($M=3.37$, $SD=1.19$) and with confidence to improve their learning ($M=3.18$, $SD=1.24$).

In general, students have an initial level of competence in GenAI (59%), since 28.4% of participants indicate that their level is very low or non-existent and 30.6% are only able to understand basic concepts and how GenAI works (e.g., what is an algorithm, what is machine learning, etc.). The rest (41%) consider that they are capable of using GenAI in a creative, safe, critical and responsible way to solve problems in their context (19.3%) or to put GenAI at the service of their learning, having their own mind regarding its advantages and disadvantages (21.7%).

5.2. Academic use of GenAI

Most of the students say that they use GenAI for university education (77.3%). The most common purposes are to resolve their doubts (62.6%), generate support material for learning (47%), generate ideas (45%) and correct and improve texts (42.4%). Table 4 shows the percentages of all purposes ordered from highest to lowest percentage of students.

Purpose of use	% of students
Resolve doubts	62.6%
Generate learning support material	47%
Generate ideas	45%
Proofreading and improving texts	42.4%
Prepare for assessment tests	37.5%
Search bibliography	36%
Receive feedback on improvement	28.1%
Adapting materials	25.9%
Translating Texts	22%
Make calculations	16.3%
Prepare your presentations	14.1%
Copy	1.6%

Table 4: Percentage of students by purpose of academic use of GenAI

Students tend to mainly use GenAI for text generation, compared to the rest of the typologies (image, video, presentations, audio or code): 28.4% use GenAI for text generation between quite a lot and always; 6.2% use image generation quite a lot or always and 15.2% sometimes; and only 1.2% use video generation quite or always and 3% sometimes; 1.7% use voice, audio and/or music generation quite a lot and always and only 3.5% sometimes; 3% use presentation generation a lot or always and 5.6% sometimes; and 11% use code generation a lot and 7.6% sometimes.

Regarding the section of solving academic tasks with the support of the GenAI, most of the students indicate that they do not directly copy the results of the GenAI as part of the response to their activities (67.9% strongly disagree or somewhat disagree), they do not spend most of the time interacting with GenAI (71.3% strongly disagree or somewhat disagree), and do not adapt the results of GenAI without major changes (69.1% strongly disagree or somewhat disagree). Students do not consider that using GenAI has become a habit in various aspects of their lives (45% strongly disagree or somewhat disagree), they do not automatically go to GenAI when doing academic tasks (62.6% strongly disagree or somewhat

disagree), they do not think that GenAI is an indispensable part of their learning routine (49.4% strongly disagree or somewhat disagree).

On the other hand, the majority (50.9%) say they use GenAI when they have little idea of how to solve an activity, almost half of them (48.6%) design their own prompts to ensure the good results, review the prompts to have the most appropriate results (61.2%) and critically analyse the results offered by GenAI (68.9%). Regarding the rest of the academic uses, the students are quite polarized, as is the case of copying the statement of the activity in the GenAI to help themselves: 45.7% strongly disagree or somewhat disagree; 37.8% somewhat agree or strongly agree and 16.6% are in a central value (neither agree nor disagree). This also happens with respect to using GenAI to improve the first draft of an activity, where 40.6% strongly disagree or somewhat disagree, while 39.5% somewhat agree or strongly agree and 19.9% in the central value; and perform tasks without the help of GenAI, as 34.7% strongly disagree or somewhat disagree, 37.3% somewhat agree or strongly agree, and 28% neither agree nor disagree. As for discarding the results offered by the GenAI, the trend is in the central value - neither agree nor disagree - (40.6%) followed by strongly disagree or somewhat disagree (35.3%).

Although some students state that they do not contrast the results provided by GenAI (37.3%), a significant part of them contrast them (62.7%) in different ways. The most repeated are: search, comparison and contrast with internet sources, forums, web, or other specialized bibliography (30.8%), contrast with subject materials (11.2%), checking the source offered by GenAI (10.9%) or with their own knowledge (10.8%).

The way in which students interact with text-generation AI is mainly by refining the prompts until they obtain the most satisfactory response and then modifying it according to their needs (37.7%). With a less percentage, but being the second most chosen option, 15.9% make a prompt and use the response they get as a basis to modify it according to their needs, and 14.8% of them refine the prompts until they get the most satisfactory response. The least chosen options are to make an elaborate and precise prompt with which the first response usually seems appropriate (7.2%); interact in a way similar to a search engine, based on keywords (6.4%), and make a simple prompt and keep the first answer as final answer (2.2%). The rest of the answers correspond to the 2.1% who answered "Other" as they did not find

among the options anything similar to their way of interacting with GenAI and 13.7% who indicated that they do not interact with GenAI tools.

5.3. Stances on GenAI in university

A quarter of students think that teachers interact with GenAI in the same way that most of them do, they refine the prompts until they get the most satisfactory response to modify it according to their needs (25.6%). The rest of the ways of interacting are less common, such as thinking that they make a prompt and the response they get is used as a basis to modify it according to their needs (16.7%), that they refine the prompts until they get the most satisfactory response (12.5%) and similar to interacting with a search engine, based on keywords (11%). To a lesser extent, there are those who think that teachers make an elaborate and precise prompt and, in the first response, it usually seems appropriate (6.8%) or teachers make a simple prompt and keep the first answer (5.6%). Finally, it is interesting to note that 14% think that teachers do not interact with text generated AI tools, 6.1% say that they do not know what teachers do, and 1.6% have answered "other ways". In a similar vein, almost three quarters of the students consider that teachers contrast the results provided by a text generated AI tool (74.2%).

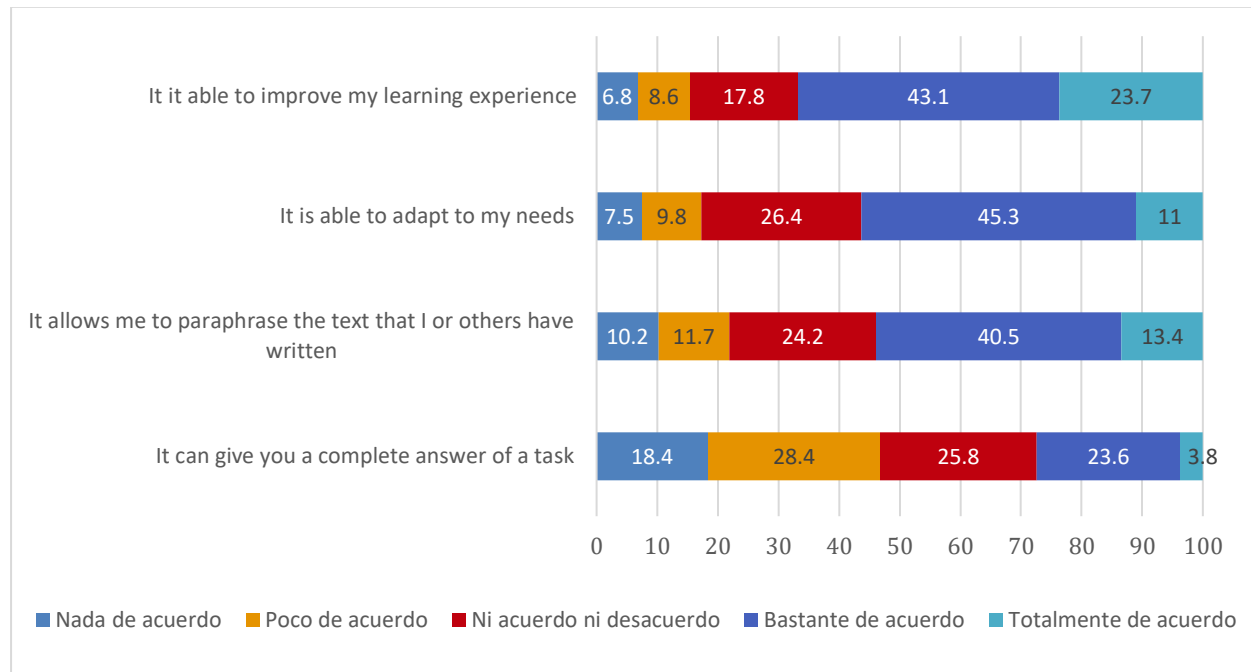
Regarding the emotions sparked by the implementation of GenAI in the university, the most reiterated emotion among students is satisfaction (41.7%) and concern (39.9%), followed by frustration (26.5%), disappointment (23%) and enjoyment (19.7%). In short, the most repeated emotions are deterrence emotions, then achievement emotions, then loss emotions and, the least, challenging emotions. The students who indicated "other emotions" (14%) were either neutrality/indifference (when the use of the GenAI is not associated with a defined emotion or a neutral stance is explicitly expressed); emotions related to well-being, interest or favourable emotions towards the use of GenAI; emotions related to worry, distrust, or rejection of GenAI; and emotional ambivalence, emotions that combine interest or usefulness with caution or doubt.

Regarding the section of insecurities and concerns produced by GenAI, the most common are that it generates incorrect information that affects their learning (74.1%), the possible creation of academically false or plagiarized content (72.7%), possible abuse (69.8%), the biases and inaccuracies that algorithms can give (66.6%), the possibility of weakening human contact and communication (63%), about the originality of the texts produced by the GenAI (61.5%), the effect it can have on the working conditions

of professionals (61%), that the tool does not offer sources or references (59.3%), that the GenAI may reflect stereotypes or ideological positions that influence the answers (53%), and the consequences of GenAI on their professional future (51.8%). To a lesser extent, although with a fairly high percentage, students are concerned that unequal access increases educational gaps (48.3%), they feel insecure about the validity of the information they receive from the GenAI (46.9%), they are concerned that it is increasingly essential to solve their academic activities (46.8%) and the effect on the environment (46.7%). Interestingly, regarding whether they are concerned about their learning with GenAI, the results show polarization, since 31.3% totally disagree or somewhat disagree that it is a concern, 35.4% totally agree or somewhat agree and 33.3% neither agree nor disagree.

Regarding the possible threats posed by the incorporation of GenAI in the academic activity, the vast majority agree that the results of GenAI are not perfect (82.3%) and think that they should question and critically reflect on the GenAI results before using them (84.9%). In this vein, three-quarters consider that critical thinking can gradually weaken with the use of GenAI (73.7%) and that the integration of GenAI can affect traditional teaching methods (75.2%) as well as have an impact on their creativity (58.9%). Students do not believe that GenAI has a more important role than them in solving activities (62.9%) or that GenAI is more capable than them for doing the activities (43.2%), but they do think that the use of GenAI affects the privacy and security of their data (59.4%). However, the awareness they have of what GenAI companies do with their data is uneven, given that 37.3% consider that they are quite or totally aware, while 38.2% not at all or poorly aware; and 24.5% place themselves in a central value.

In relation to the strengths of GenAI (Graph 1), almost half of them do not consider GenAI can give you a complete answer to a task. On the other hand, more than half somewhat or strongly agree that it allows them to paraphrase the text written by themselves or by others, as well as adapt to their needs and improve their learning experience.



Graph 1: Percentages by item regarding the strengths of the IAg in the university

Regarding the contributions of the GenAI to the learning process, the students consider that its use can improve accessibility and the disposition of educational resources for students with different learning needs (66.4%) and improve the collaborative and teamwork projects (62.8%), as well as that it allows personalizing their learning (51.2%). However, the consideration that GenAI enriches language, expression and imagination is only seconded by 32.2% of students, compared to 42.7% who totally or somewhat disagree.

Regarding the open question "Do you think you should be penalized by teachers when you use GenAI without permission?" among the students who are in favour of penalizing, in the first place, the most common is the idea that the use of GenAI without authorization violates authorship and academic honesty and it is associated with cheating, copying or plagiarizing. Secondly, it is established that delegating tasks to GenAI weakens learning (reduces reasoning, critical thinking and creativity) and can generate dependency on future training. A third recurring point is inequity: it is perceived as an unfair advantage that disrupts evaluation, merit and grades. There are responses that express acceptance of GenAI as support only if its use is allowed, declared and subject to control or regulation; and a smaller group adopts positions of absolute rejection and requests maximum sanctions.

In the responses against penalizing or that explains the penalization, they understand GenAI as a mere tool: they would not penalize the use itself, but the misuse (literal copying, appropriation without citation, total replacement of the work). Its integration is considered inevitable and relevant for the work environment, and its potential as a learning support is highlighted if it is used appropriately (solve doubts, generating outlines, reviewing deliverables, searching for bibliography), and always contrasting the information received. Consistently, they propose transparency measures (statement/citation), training in ethical use and redesign of tasks and evaluation to assess the ability to verify and argue (including face-to-face evaluation when necessary) and avoiding an automatic penalization. It is also pointed out that part of the responsibility falls on the teaching team and universities when the tasks are disproportionate or the explanation does not facilitate understanding.

6. Conclusions

The analysis of this objective shows university students are familiar with GenAI, although with uses and stances that require pedagogical and institutional interventions to guarantee ethical and effective integration.

Although most students can explain what GenAI is informally, gaps persist in specific concepts such as hallucinations, LLM or NLP, while there is familiarity with prompts and algorithms. In addition, the lack of ability to differentiate AI from GenAI is evidence of a still superficial understanding, although understandable in the current context. Certainly, not having heard the concepts of a technology is not usually a problem to use it, because the important part is to use these tools ethically and in line with the needs. However, in the case of GenAI, it is necessary to understand and know the terms related to its mechanism due to the implications it has in the conception of the phenomenon and the beliefs that its results can generate under a perception of truth and certainty. Interestingly, students show a high level of concern about the incorrect information and biases that can foster uncritical beliefs and compromise learning.

Students demand priority training in the safe and reliable use of GenAI, and its professional applicability. Thus, it is necessary to design curricular modules on the fundamentals of GenAI integrated into transversal subjects, accompanied by ethical and safe uses.

From the institutional level, there is a need for a common guideline in Spanish universities that contemplates the training of teachers as trainers in GenAI. This training could be articulated through approved workshops, aligned with frameworks such as the *Digital Education Action Plan (2021–2027)*. In this way, it would prevent the perpetuation of inappropriate uses, promoting instead the development of digital skills integrated into the curricula.

Students use GenAI in university assignments, mainly in text-focused activities, while alternative formats (image, video, audio) remain marginal, despite their potential application in presentations or calculations. This preference for text responds to immediate and functional demands, but limits broader pedagogical opportunities. An example would be the expansion towards modalities such as explanatory videos or podcasts to solve doubts which is aligned with Universal Design for Learning (UDL), since it

allows the adaptation of content to different rhythms and styles. In fact, the improvement of accessibility thanks to GenAI is valued by a large part of the students.

The most frequent purpose to use GenAI is to resolve doubts, as well as to generate ideas and correct texts. However, the students show a critical attitude towards the results generated, although the lack of contrast predominates. When they do contrast, they compare the information to web/bibliographic searches or with course materials, their self-judgment, references, other GenAI tools, and iterative refinement of prompts.

From a pedagogical point of view, activities could be designed in which GenAI generates personalized infographics or audios, which are then evaluated according to criteria of originality and contrast of sources. This approach would contribute to equity, especially in a context where a lot of students express concerns about possible digital divides.

At the institutional level, it would be recommended to invest in accessible GenAI platforms (free or acquired), together with multimodal prompt guides available on teaching portals and annual user audits.

The results reflect the complexity of the social impact of GenAI. The predominant emotions are satisfaction and worry, followed by frustration, disappointment and enjoyment, which configures an ambivalent emotional spectrum. Heightened awareness of their imperfections and the need to maintain a critical attitude coexists with fears related to abuse, plagiarism, and loss of critical thinking. This ambivalence does not reflect a polarized reality, but rather mixed feelings in the respondents themselves. In this context, it is essential to strengthen socio-emotional competencies through educational actions that incorporate spaces for guided reflection after the use of GenAI.

Regarding the penalization of use without permission, there is no single vision among students. While one sector defends sanctions for fraud, learning loss and inequality; another urges the redesign of tasks and shared ethical training. In this sense, they also highlight the concern for privacy and bias, which reinforces the need to promote seminars and training activities that encourage ethical and critical reflection on these issues.

Therefore, academic management teams and managers must promote a culture of awareness that integrates critical training throughout the university community, ensuring that GenAI contributes to the strengthening of student autonomy.

Overall, the results point to the need to integrate literacy in GenAI in the university and to prioritise critical and emotional training to manage the ambivalences detected. Institutional policies should be articulated in a consensual manner to unify basic criteria on training, accreditation, regulations and initiatives aimed at guaranteeing equity of access and avoiding economic gaps.

The use of GenAI is mainly text and not the other types, which it seems that it is still underused, or they do not see the potential for academic tasks. This is in line with its most frequent uses: to solve doubts. Certainly, they could also be solved in video or podcast format, which could be a learning material that allows adapting to the needs of the student.

These proposals would allow GenAI to be conceived not as a merely reactive tool, but as a true catalyst for deep learning, positioning Spanish universities as a referent in digital transformation with a solid educational and ethical foundation. Future lines of research will triangulate these results with those obtained by teachers (SO1.1), in order to refine the proposals related to institutional policies aimed at equitable and critical education.

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8. Annexes

Annex I. Dissemination of Objective 1.4

This annex compiles the dissemination actions related to Objective 1.4 of the EdU-InA project. The information has been obtained from the "Dissemination" and "News" sections of the official website of the project (<https://eduina2427.wixsite.com/edu-ina>), where the original materials can be consulted.

Webinars EdU-InA

EdU-InA. (2026, April 22). *Knowledge, use and positioning of university students in IAg* [webinar]. Online.

Academic dissemination actions

Mercader, C., Elasri, A., & Grande, M. (2026, November 4-6). *Knowledge, use and positioning of university students on generative AI in the academic context* [communication]. At XXIX International Congress of Educational Technology EDUTEC 2026, Universitat Jaume I, Castelló, Spain.

Grande, M., Elasri, A., & Mercader, C. (2026, 4-6 November). *IAg and students: interaction and concerns* [communication]. At XXIX International Congress of Educational Technology EDUTEC 2026, Universitat Jaume I, Castelló, Spain.

Sobrino-Callejo, R., Ordóñez, M.M., & Lara-Lara, F. (2026, 4-6 November). *Knowledge of generative Artificial Intelligence in university students: implications for educational policies* [communication]. At XXIX International Congress of Educational Technology EDUTEC 2026, Universitat Jaume I, Castelló, Spain.

Web News

EdU-InA. (2026, March 24). *All set for Webinar 1.4* [news]. <https://eduina2427.wixsite.com/edu-ina/post/confirmado-el-webinar-1-4>

EdU-InA. (2026, January 5). *Data collection for Specific Objective 1.4 has come to an end* [news]. <https://eduina2427.wixsite.com/edu-ina/post/termina-la-recogida-de-datos-del-objetivo-espec%C3%ADfico-1-4>

EdU-InA. (2025, October 20). *The application of the Specific Objective 1.4 questionnaire begins* [news]. <https://eduina2427.wixsite.com/edu-ina/post/inicia-la-aplicaci%C3%B3n-del-cuestionario-del-objetivo-espec%C3%ADfico-1-4>

Annex II. Using AI in the Workflow

Following the Artificial Intelligence Disclosure Framework (Weaver, 2024),¹ throughout the work process of objective 1.4, AI has been used as support for three tasks: 1) Drafting the definitions of the technical concepts in the EdU-E-InA questionnaire, 2) Writing the participation email and 3) Translation of the report.

1. Drafting of the definitions of the technical concepts in the EdU-E-InA questionnaire

Tool used: Microsoft Copilot

Purpose of use: Drafting definitions

Prompts or instructions provided: "Define in a sentence with an example the following terms related to generative AI"

Use of generated content: The result was reviewed for accuracy and appropriateness and adopted, literally, in the questionnaire to clarify to the participants what each of the related terms was, including the example provided. Participants were informed that these definitions were developed with Copilot.

Limitations and ethical considerations: No ethical issues or limitations have been identified after reviewing their result.

2. Writing the email to participate in the EdU-E-InA questionnaire

Tool used: Microsoft Copilot

Purpose of use: Writing the email for students

Prompts or instructions provided: "Generate an email for university students requesting that they answer the EdU-E-Ina online questionnaire".

Use of the content generated: The result was reviewed to check its accuracy and adequacy and was adopted, literally, to generate the model of email to the students.

Limitations and ethical considerations: No ethical issues or limitations have been identified after reviewing their result.

¹ Weaver, K.D. (2024). The Artificial Intelligence Disclosure (AID) Framework: An Introduction. *College & Research Libraries News*, 85(10), 407. DOI: <https://doi.org/10.5860/crln.85.10.407>

3. Translation of the report

Tool used: Microsoft Word

Purpose of use: Translation of report 1.1 into Catalan, Galician and English.

Prompts or instructions provided: Built-in AI was used, which does not require specific prompts, but through the proofreading-translation tool.

Use of Generated Content: The generated content was used as a draft to review and fix errors or misinterpretations made by the program.

Limitations and ethical considerations: No ethical issues or limitations have been identified after reviewing their result.

Annex III. Sample Question for Expert Validation

8. ¿Sabes diferenciar la Inteligencia Artificial (a partir de ahora, IA) de la IA generativa (a partir de ahora IAg)? *

- ☐ 1 - Nada
- ☐ 2 - Poco
- ☐ 3 - Moderadamente
- ☐ 4 - Bastante
- ☐ 5 - Mucho

	Poco	Moderadamente	Neutral	Altamente	Excepcionalmente
Univocidad	☐	☐	☐	☐	☐
Pertinencia	☐	☐	☐	☐	☐
Importancia	☐	☐	☐	☐	☐
Suficiencia	☐	☐	☐	☐	☐

Annex IV. EdU-E-InA Survey.

Next, the EdU-E-InA survey is presented (in Spanish), which allows diagnosing the knowledge, use and positioning of university students with respect to the use of GenAI in teaching.

In case of use, reference or application of the EdU-E-InA survey, this report should be cited.

DATOS SOCIODEMOGRÁFICOS

¿En qué universidad estás matriculado? * 

En el caso de estar matriculado en dos universidades, indica aquella desde la que te han hecho llegar el formulario.

Selecciona la respuesta 

¿A qué ámbito pertenece tu grado? * 

- ☐ Artes y Humanidades
- ☐ Ciencias e Ingenierías
- ☐ Ciencias Sociales y Jurídicas
- ☐ Ciencias de la Salud

¿Con qué género te identificas? * 

- ☐ Femenino
- ☐ Masculino
- ☐ No binario
- ☐ Prefiero no contestar
- ☐ Otras

Indica tu edad * 

El número debe estar comprendido entre 0 y 90

¿En qué curso de grado te has matriculado? * 

En el caso de estar matriculado en más de un curso, indica el porcentaje de créditos superados en "Otros"

☐ 1º

☐ 2º

☐ 3º

☐ 4º

☐ 5º

☐ Otras

¿En qué contexto resides? * 

☐ Rural

☐ Urbano

¿Tienes algún empleo? * 

☐ Sí, con el objetivo de pagar los estudios

☐ Sí, para tener mi propio dinero

☐ Sí, para afrontar mis gastos vitales

☐ No

Conocimiento de la Inteligencia Artificial Generativa

¿Cómo definirías tu conocimiento respecto a la IA generativa (a partir de ahora IAg)? * 

- ☐ No he oído hablar nunca de IA generativa.
- ☐ He oído hablar de ello, pero no sé lo que es.
- ☐ Entiendo lo que es, pero no lo sabría explicar.
- ☐ Lo sabría explicar de manera informal.
- ☐ Tengo conocimientos para explicar qué es la IA generativa.

¿Sabes diferenciar la Inteligencia Artificial (a partir de ahora, IA) de la IAg? * 

- ☐ 1 - Nada
- ☐ 2 - Poco
- ☐ 3 - Moderadamente
- ☐ 4 - Bastante
- ☐ 5 - Mucho

¿Cuáles de estos términos relacionados con la IAg conoces? * 

	No he oído hablar nunca de ello	He oído hablar de ello, pero no sé lo que es	Entiendo el concepto, pero no lo sabría explicar	Lo sé y lo puedo explicar
Prompts	☐	☐	☐	☐
Alucinaciones	☐	☐	☐	☐
Modelo de Lenguaje de gran Tamaño (LLM)	☐	☐	☐	☐
Procesamiento de Lenguaje Natural (NLP)	☐	☐	☐	☐
Machine Learning	☐	☐	☐	☐
Deep Learning	☐	☐	☐	☐
Tokens	☐	☐	☐	☐
Algoritmos	☐	☐	☐	☐

¿Te has formado o autoformado sobre IAg? * 

Marca todas las opciones que consideres.

- ☐ No
- ☐ Sí, con materiales online (vídeos, páginas web, infografías...)
- ☐ Sí, en redes sociales digitales
- ☐ Sí, con mis pares
- ☐ Sí, haciendo algún curso o taller fuera de la universidad
- ☐ Sí, en la universidad
- ☐ Otras

¿Sobre qué te has formado? *

Marca todas las opciones que consideres.

- ☐ No he recibido formación sobre IAq
- ☐ He recibido formación tecnológica (p.ej. conocer los aspectos técnicos de la IAq)
- ☐ He recibido formación instrumental (p.ej. aprender a usar una herramienta como ChatGPT)
- ☐ He recibido formación pedagógica (p.ej. cómo emplearla como herramienta de apoyo al estudio)
- ☐ He recibido formación reflexiva o de debate (p.ej. considerar las cuestiones éticas y limitaciones)
- ☐ He recibido formación relacionada con mi profesión (p.ej. cómo usarla en mi futuro trabajo)
- ☐ Otras

Relacionado con la aplicación de la IAq en la universidad, ¿sobre qué te gustaría o necesitarías formarte? *

Escriba su respuesta

Indica el grado de acuerdo (1-5):

"Sé utilizar la IAq para mejorar mis aprendizajes..." *

	1- Nada de acuerdo	2- Poco de acuerdo	3- Ni de acuerdo ni en desacuerdo	4- Bastante de acuerdo	5- Totalmente de acuerdo
...de forma ética"	☐	☐	☐	☐	☐
...de forma segura"	☐	☐	☐	☐	☐
...con confianza"	☐	☐	☐	☐	☐
...de forma legal"	☐	☐	☐	☐	☐

¿Cuál de las siguientes afirmaciones representa mejor tu nivel competencial respecto a la IAq en el aprendizaje? *

A partir de Arroyo-Sagasta (2024)

- ☐ Mi nivel es muy bajo o nulo
- ☐ Soy capaz de entender conceptos básicos y cómo funciona la IAq (por ejemplo: qué es un algoritmo, qué es el entrenamiento, qué es el aprendizaje automático)
- ☐ Soy capaz de utilizar la IAq de forma creativa, segura, crítica y responsable para resolver problemas de mi contexto.
- ☐ Soy capaz de poner la IAq al servicio de mi aprendizaje, disponiendo de un pensamiento propio respecto a sus ventajas e inconvenientes.

USOS DE LA IAG EN EL APRENDIZAJE



¿Has utilizado la IAg? * 

- ☐ Sí
- ☐ No

En el último semestre, ¿con qué frecuencia has utilizado las siguientes herramientas de IAg en tus actividades académicas?



	1- Nunca	2- Poco (una vez al mes)	3- A veces (algunas veces al mes)	4- Bastante (varias veces a la semana)	5- Mucho (cada día)
Generación de textos	☐	☐	☐	☐	☐
Generación de imágenes	☐	☐	☐	☐	☐
Generación de vídeos	☐	☐	☐	☐	☐
Generación de voz/audio/música	☐	☐	☐	☐	☐
Generación de presentaciones	☐	☐	☐	☐	☐
Generación de código	☐	☐	☐	☐	☐

¿Para qué utilizas la IAg en la universidad? * 

Marca todas las que consideres.

- ☐ No utilizo la IAg en la universidad
- ☐ Adaptar materiales
- ☐ Buscar bibliografía
- ☐ Copiar en un examen
- ☐ Corregir y mejorar textos escritos
- ☐ Generar ideas
- ☐ Hacer cálculos
- ☐ Generar material de apoyo para el aprendizaje (infografías, resúmenes, esquemas...)
- ☐ Preparar las pruebas de evaluación (preguntas de examen, problemas...)
- ☐ Preparar mis presentaciones
- ☐ Recibir comentarios de mejora sobre las actividades realizadas
- ☐ Resolver dudas (conceptos, procedimientos...)
- ☐ Traducir textos
- ☐ Otras

¿Cómo interactúas con herramientas de generación de texto (p.ej. Copilot, ChatGPT...)? Selecciona aquella descripción con la que más te identificas.

* 

- ☐ Hago un prompt elaborado y preciso y en la primera respuesta ya me suele parecer adecuado.
- ☐ Hago un prompt sencillo y me quedo con la primera respuesta.
- ☐ Voy refinando los prompts hasta que obtengo la respuesta más satisfactoria.
- ☐ Voy refinando los prompts hasta que obtengo la respuesta más satisfactoria para modificarla en función de mis necesidades.
- ☐ Hago un prompt y la respuesta que obtengo la uso como base para modificarla en función de mis necesidades.
- ☐ Parecido a cómo interactúo con un buscador, a partir de palabras clave.
- ☐ No interactúo con herramientas de generación de texto.
- ☐ Otras

Si contrastas los resultados que te proporciona la IA de texto, ¿cómo lo haces? En caso de que no contrastes los resultados, indica "No". * 

Escriba su respuesta

En general, ¿Cómo piensas que tus profesores interactúan con herramientas de generación de texto (p.ej. Copilot, ChatGPT...)?

* 

- ☐ Hacen un prompt elaborado y preciso y en la primera respuesta ya les suele parecer adecuado.
- ☐ Hacen un prompt sencillo y se quedan con la primera respuesta.
- ☐ Van refinando los prompts hasta que obtienen la respuesta más satisfactoria.
- ☐ Van refinando los prompts hasta que obtienen la respuesta más satisfactoria para modificarla en función de sus necesidades.
- ☐ Hacen un prompt y la respuesta que obtienen la usan como base para modificarla en función de sus necesidades.
- ☐ Parecido a cómo interactúan con un buscador, a partir de palabras clave
- ☐ No interactúan con herramientas de generación de texto
- ☐ Otras

En general, ¿crees que tus profesores contrastan los resultados proporcionados por una herramienta de generación de texto? * 

- ☐ Sí
- ☐ No

Valora entre 1 y 5 en función de tu grado de acuerdo las siguientes afirmaciones: "La IA generativa..." * 

	1-Nada de acuerdo	2-Poco de acuerdo	3-Ni de acuerdo ni en desacuerdo	4-Bastante de acuerdo	5- Totalmente de acuerdo
... sirve para dar una respuesta completa a una tarea	☐	☐	☐	☐	☐
.. permite parafrasear el texto escrito por mi mismo o por otros	☐	☐	☐	☐	☐
... es capaz de adaptarse a mis necesidades	☐	☐	☐	☐	☐
...es capaz de mejorar mi experiencia de aprendizaje	☐	☐	☐	☐	☐

Valora entre 1 y 5 en función de tu grado de acuerdo las siguientes afirmaciones: * 

	1-Nada de acuerdo	2-Poco de acuerdo	3-Ni de acuerdo ni en desacuerdo	4-Bastante de acuerdo	5-Totalmente de acuerdo
Copio el enunciado de la actividad en la IAq para ayudarme	☐	☐	☐	☐	☐
Copio los resultados de la IAq como parte de la respuesta a mis actividades	☐	☐	☐	☐	☐
Por cada actividad que hago, empleo la mayor parte del tiempo interactuando con la IAq	☐	☐	☐	☐	☐
Adopto los resultados de la IAq sin mayores cambios	☐	☐	☐	☐	☐
Uso la IAq solo cuando no tengo idea o muy poca idea de como resolver una actividad	☐	☐	☐	☐	☐
Le pregunto a la IAq cómo mejorar mi primer borrador de una actividad	☐	☐	☐	☐	☐
Diseño mis propios prompts para que la IAq me dé los resultados necesarios	☐	☐	☐	☐	☐
Analizo críticamente los resultados que me ofrece la IAq	☐	☐	☐	☐	☐

Encuentro errores en los resultados que me ofrece la IAq	☐	☐	☐	☐	☐
Descarto los resultados que me ofrece la IAq	☐	☐	☐	☐	☐
Reviso mis prompts para que la IAq pueda dar resultados más apropiados	☐	☐	☐	☐	☐
Realizo mis tareas sin ayuda de la IAq	☐	☐	☐	☐	☐
Usar la IAq se ha convertido en un hábito para mí en diversos aspectos de mi vida	☐	☐	☐	☐	☐
Automáticamente, voy a la IAq cuando hago tareas académicas	☐	☐	☐	☐	☐
La IAq es parte indispensable en mi rutina de aprendizaje	☐	☐	☐	☐	☐

POSICIONAMIENTO



Valora entre 1 y 5 en función de tu grado de acuerdo las siguientes afirmaciones. *



	1-Nada de acuerdo	2-Poco de acuerdo	3-Ni de acuerdo ni en desacuerdo	4-Bastante de acuerdo	5-Totalmente de acuerdo
Me siento inseguro sobre la validez de la información que da la IAq	☐	☐	☐	☐	☐
Me siento inseguro sobre la originalidad de los textos que me produce la IAq (plagio)	☐	☐	☐	☐	☐
Me preocupa la posibilidad de sesgos e imprecisiones que pueden darse por los algoritmos que influyen los resultados	☐	☐	☐	☐	☐
Me afecta el hecho de que la herramienta no me ofrezca fuentes o referencias	☐	☐	☐	☐	☐
Me preocupa el posible abuso de herramientas de IAq	☐	☐	☐	☐	☐
Me preocupa la posible creación de contenido académico falso o plagiado	☐	☐	☐	☐	☐
Me preocupa que debilite el contacto y la comunicación humana	☐	☐	☐	☐	☐
Me preocupa mi aprendizaje con la IAq	☐	☐	☐	☐	☐
Me preocupa las consecuencias que tenga la IAq en mi futuro profesional	☐	☐	☐	☐	☐
Me preocupa el efecto que puede tener la IAq en el medio ambiente	☐	☐	☐	☐	☐
Me preocupa que la IAq pueda reflejar estereotipos o posturas ideológicas que influyan en sus respuestas	☐	☐	☐	☐	☐
Me preocupa que la IAq pueda generar información errónea o imprecisa que afecte negativamente a mi aprendizaje	☐	☐	☐	☐	☐
Me preocupa que la IAq sea cada vez más imprescindible para resolver mis actividades académicas	☐	☐	☐	☐	☐
Me preocupa que el acceso desigual a herramientas de IAq aumente las brechas educativas entre estudiantes	☐	☐	☐	☐	☐
Me preocupa el efecto que puede tener la IAq en las condiciones laborales de los trabajadores	☐	☐	☐	☐	☐

¿Con cuáles de estas emociones te identificas con relación al uso de la IA? * 

Seleccione como máximo 5 opciones.

- ☐ Alegría
- ☐ Angustia
- ☐ Ansiedad
- ☐ Decepción
- ☐ Disfrute
- ☐ Disgusto
- ☐ Emoción
- ☐ Excitación
- ☐ Felicidad
- ☐ Flow
- ☐ Frustración
- ☐ Ira
- ☐ Miedo
- ☐ Placer
- ☐ Preocupación
- ☐ Satisfacción
- ☐ Otras

Valora entre 1 y 5 en función de tu grado de acuerdo las siguientes afirmaciones. * 

	1-Nada de acuerdo	2-Poco de acuerdo	3-Ni de acuerdo ni en desacuerdo	4-Bastante de acuerdo	5-Totalmente de acuerdo
Pienso que la IAg afecta a la privacidad y seguridad de mis datos	☐	☐	☐	☐	☐
Pienso que el pensamiento crítico puede ir gradualmente debilitándose con el uso de IAg	☐	☐	☐	☐	☐
Creo que la IAg es más capaz de hacer las actividades que yo	☐	☐	☐	☐	☐
Creo que la IAg juega un papel más importante que el mío en la resolución de actividades	☐	☐	☐	☐	☐
Creo que los resultados de la IAg no son perfectos	☐	☐	☐	☐	☐
Pienso que la integración de IAg puede afectar a los métodos tradicionales de docencia	☐	☐	☐	☐	☐
Pienso que hay que cuestionar y reflexionar críticamente los resultados de la IAg antes de usarlos	☐	☐	☐	☐	☐
Soy consciente de lo que hacen las empresas de IAg con los datos que comparto	☐	☐	☐	☐	☐
Pienso que el uso de la IAg puede tener un impacto en mi creatividad	☐	☐	☐	☐	☐

Valora entre 1 y 5 en función de tu grado de acuerdo las siguientes afirmaciones. "La IAg..." * 

	1-Nada de acuerdo	2-Poco de acuerdo	3-Ni de acuerdo ni en desacuerdo	4-Bastante de acuerdo	5-Totalmente de acuerdo
... se puede usar para mejorar los proyectos colaborativos y el trabajo en equipo	☐	☐	☐	☐	☐
...mejora la accesibilidad a recursos educativos para estudiantes con diferentes necesidades de aprendizaje	☐	☐	☐	☐	☐
...enriquece el lenguaje, expresión y la imaginación	☐	☐	☐	☐	☐
... permite la personalización de mi aprendizaje	☐	☐	☐	☐	☐

¿Crees que te deben penalizar cuando usas la IA generativa sin permiso del profesorado? ¿Por qué sí o por qué no? 

Escriba su respuesta