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And also, I will be transcribing the text that will come out from this interview, so it will be used for academic purposes. So, I mean, that's one thing I wanted to let you know. And even in the guide, you could see that there is this introduction or some form of, I don't know how to say it, but contracts where you have to sign that you give consent for me to record whatever is used between us. But then later on, we will talk about how it will be signed and everything. Okay, sure. So, moving to the interview questions, I mean, it will be in four different sessions. So, session A will be background information about yourself. And also, the session B will also be about reading challenges that you face and also habits. And then C will be awareness and perception of AI tools. And the D is expectation of academic chatbots. And then we will go to closing questions. Okay, so any questions? So, just one question. The data that you are collecting, I suppose it's anonymous, correct? So, when I answer maybe questions, let's say to do with my personal background, I will just give something that is like high level, which is also anonymous. I will not make it specific. Yes, but I mean, the background, it's just some normal background questions, nothing more in depth. But in case you feel like we are going in depth, you can just bring it up and yeah, we'll move to the next one. Okay, so with the session A, can you tell me about your academic background and program of study? Okay, so currently I'm a student in the Faculty of Informatics at Masaryk. I also have a first degree in computer science from a university in Zimbabwe. And yeah, I think that's my academic background. And how frequently do you engage with academic readings, such as journals or textbooks or any academic resource instruments? Yeah, so to be honest, it's not so frequent. But then whenever I have a school assignment, and now I'm at the point where I'm also taking up my thesis as well. So whenever I'm faced with any other academic work or work from the school, that's when I engage with academic readings like journals and textbooks. So what platforms do you usually use to find these materials or resources that you need? So most of the times there's a link that I open from MUNI, which gives me access to different kinds of platforms where I can get peer-reviewed material. So I can send to you the link if you would need it, maybe after the call. But there is a link that is on the Masaryk information system where you can go into Oxford or Cambridge journals, different kinds of platforms where you can get peer-reviewed material. How confident are you in finding appropriate readings for your course or your program of study? If I go through this platform, I'm quite confident, of course, because I think this is something that is legitimate and it's something that is accredited and approved by the school as well. But sometimes I also look for information directly from the internet. So let's say if I get a journal from the internet or something that I just Google search, this is when I'm not somewhat, you know, I'm not so really confident with the information that I get straight off of the internet, you know, from sources that are not being used by everyone else or maybe sources that have been used in the school. So the next question is, have you ever received personalized reading recommendations from your lectures or institution or university? No, anything. I think, to be honest, some courses when they give you some homework, they give you some, they highlight to you maybe some journals, some materials that you can use. I'm also trying to find out, I'm taking up my thesis as well, I'm also trying to find out the same from my supervisor because he hasn't really given me any, you know, literature sources that I can get. So basically for now, it's just me going, you know, wherever I can get information. But maybe later on you'll point me to a direction where I have to look for the kind of information that I'm dealing with that that is relevant to my to my thesis. But I think, to be honest, as well, in some courses, teachers will point you out to some reading materials that you can find that they think is good enough for whatever subject they're teaching. Now we move to the section B, which is reading challenges and habits. So the next question will be, what challenges do you face when identifying or assessing useful reading materials? What challenges do I face? When identifying or assessing useful reading materials. I mean, there could be a situation or what you just pointed out that there is a repository where you find a lot of journals or research papers and other stuff. But in most cases, what this question seeks to get is how useful or how difficult is it to get or identify something useful from these places? Okay, so the thing is, getting to the information is not really difficult. But the problem sometimes that I face is when I am doing some kind of research, maybe I'm trying to drive to get to an idea, then the sources, the information that I'm getting might be a direct opposite of what I'm trying to find out. I don't know if that makes sense. To say that maybe sometimes I have an idea that I'm looking for literature for, let's say, but then the literature that you're finding maybe actually speaks against that idea. I don't know if that's a problem or it's maybe a weakness on my part, but this is something that I face sometimes. So the next question will be, how do you decide which readings or which resource or material are most relevant to your assignment? As you pointed out, I mean, sometimes it's the opposite of what you're looking for. But now, how do you decide that this is opposite? I mean, sometimes when you're dishonest, you only take up the things that are going along with what you're trying to find out without also giving enough attention or enough credit to the literature that is speaking against what you are trying to drive. So most of the times, I think a lot of people do the same. You end up just taking whatever is driving your idea. But the fair thing to do maybe is to make a good comparison on the two. But to be honest, most of the times we just take up things that we mostly focus on the things that are going along with what we are trying to get to. So the next question is, can you recall a situation where finding the right material was difficult or time consuming? I think before I knew this link that I was speaking of, this site that I have from this school, it was maybe

a bit difficult. And before, maybe this was maybe four or five years ago, before we really got to use AI, because these days you can just aid yourself with AI, you go into the AI, chat GPT or whatever, you look for a topic and it will give you a way to find your sources. So that has become much, much easier. And what factors makes reading source credible or valuable to you? I mean, as you said, sometimes you can even use AI, you make a prompt and then you get some sources and other stuff. But what makes it more credible or valuable to you? Because I mean, it's an LLM which spits out some stuff based on data that it has, but then you have to do a little bit digging. So the workload is not taken away completely. You still have to go forward and do a lot of research. And in this sense, what makes a source that's credible for you? I think the peer review should make it credible. And even if you find it on those platforms, like I was describing, I think there's Cambridge journals, things like that, Oxford, whatever. So, I mean, the more you see, the better accreditation it's getting, then you see this is probably a good source. But sometimes, like I was describing as well, sometimes we end up using the things that we only like. Okay. Okay, I like that point. You go for things you really like. Okay. Yeah, that's the honest truth. Sometimes we just go for the things that we do without really doing that background check to say, is this good enough? Because at the end of the day, you're trying to drive. I mean, it's like a deductive kind of research, something like that, where you already have the idea, but you want to find the support for the idea. So, yeah. I don't know academically if that is a good thing or a bad thing. I don't know. Sure. And how much time do you typically spend searching for reading materials each week, in case you are undergoing some research work or assignment or learning? Well, if I'm doing an assignment, I think recently, just this week, I did a presentation where I just, I think I did it in less than an hour, the research that I was doing for that presentation, less than an hour. I could find all the information that I wanted for the presentation, which was something like 20 slides just for a 10-minute presentation, and I could have all the information in less than an hour. And I did that with AI and this website that I was referring to as well. So, now we move on to section C, which is awareness and perception of AI tools. And in this section, the first question is, have you used AI tools such as ChatGPT or Gemini for academic purposes? Yes. Okay. And the next question is, what specific academic task have you used them for? Mostly it's for information for this research that we've been talking about. But I've also used it before to help me with some technical things, like even coding and, you know, yeah. But mostly it's for information. And how useful or accurate did you find these AI tools? Now, I think it's now very, very much close to accurate. But I think as we go back as well, maybe going back to last Most of the things it already has as well. What else can I would like to have from? It could be interface, it could be UI, it could be integration into some other stuff, yeah, all this stuff. Maybe just a minute for me to really think. I mean, so we can move on to the next one and then maybe after. Yeah, we can come back to it. And the next question is, what information should a chatbot consider when suggesting a reading material or resource to you? So, you know, like there is one thing about these AI tools. I mean, you give it a prompt and without your background or context, it just spits out something, yeah. But with this chatbot that does recommendation, I mean, they do it based on the information they have about you. And personally, what are some of the information you would love or would like this chatbot to take consideration of? I mean, an example is maybe your courses, your past preferences or some field courses or all this kind of stuff, yeah. So which are some of the things that you really like chatbots to learn on it before it does these recommendations? Yeah, I think it has to understand, like you're saying, my level of knowledge as well before it does, let's say, it's not just some giving information, maybe it's teaching me something. It has to understand my level of understanding, something like that. Then also, it also has to be trained according to, you know, some kind of professional and ethical standard. Let's say if it's going to look for some kind of information, it's not just going on the web and taking whatever it finds, but it also has to go through the right channels, the same way professional academics would do. And the next question is, how would you prefer to interact with it? I mean, is it text-based, voice integrated into your LLMs or how do you want interactions to be? For me, I think text-based is good, but maybe as well, but this is something that we are now seeing as well. So I would like to see them maybe with an ability to just come in as some kind of add-ons to some of the applications that we already use. So maybe in the IS, in the school IS, we already have the same way they are doing now with Microsoft applications, like you have it in your Outlook, you know, we can also have that same features in our IS information systems. And the next question is, what would make you trust such a system? What would make me trust such a system? I think for the most part is the output that it gives me, you know, the kind of information that it brings back, you know, the more it gives rubbish information, the more I don't trust it. But if it's pointing out and giving out good solutions, then that's the more I trust it as well. Okay. And in here, there are some closing questions. The first question in this part is, if you could design your own AI learning assistant, what would be its top three functions? If I could design my own AI learning assistant? Yeah. What would be its top three functions? I think I would like to have something that is able to create like some animations, you know, explaining concepts. Whether it's in any field of study, you know, those kind of animations that give explanations to different kind of concepts. That would be one function. Then another function is, let me think. Yeah, I think it has to be something that can, that is, you know, to somewhat, I know this is something that is difficult, but maybe it has to have some kind of social understanding as well, so that it's, you know, it's a safe space for any kind of learner, despite of background, you know. So, if there's a way, I mean, I know this is something that has been

discussed in different places where AI is, you know, sometimes it might not be as emotional as human beings, but it has to have some kind of understanding that or completely block something that will, you know, aggravate some kind of, you know, imbalance within societies or people or whatever. I don't know if that's a function, but yeah. Of course. The sentiments level has to be, I mean, that's a component of AI, that's all these feelings and emotions, so it picks all the text and everything that you pour to it, and then it puts it down into tokens and then understand how the feeling is from the tones. Exactly, exactly. You're right. So, it also has to do with how it understands the kind of learner as well. So, it has to be, it has to customize itself to be specific to the type of individual learner that it's working with. Okay. So, I mean, an example, I'm just giving an example is here, maybe a chatbot that's connected or integrated with the IS, which has access to maybe a student's grade on some courses, and then based on the student's grade, maybe the student has failed with some about 50% of his courses he's undertaking. I mean, based on this information, the chatbot or LLM could find out the sentiment about this person that he's not in a good place academically, and then all the suggestions will be in a mild tone, which kind of influence whoever is going through this issue to learn more, to read more, and then the suggestion will be in a harmonized environment rather than someone who is on top of everything, and maybe the suggestions or recommendations will be based on something topping up his knowledge or making him more happier. So, I mean, the sentiments are two different things. One is more on a low motivation period where you need LLM to kind of push him in a good way, and then you have someone who is highly motivated and getting all the scores, so it's more of like now, if you are supposed to recommend something to this person, it has to be something that matches his situation. Yeah. Yeah. Yeah. Okay. That was a lot of sense. Yeah. Yeah. So I think, yeah, we are at the end of this interview, and I'll say thank you very much for your time and agreeing to answer this question, and I think it will go a long way in my research, and in case of anything, I mean, I'll just get back to you for more information or in case there is some follow-up question that I will need, I'll just come back to you. But all this, thank you very much. Thanks, man. Maurice. I think I can end it now and then have a nice day and talk to you later. Yeah. What's up for the weekend? Talk to you later.