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The Current State of AI Utilization in Learning: A Case Study at the University of Information Technology and Communications - Thai Nguyen University

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Abstract

In the era of rapid technological advancement, Artificial Intelligence (AI) has emerged as a transformative tool in education, offering personalized learning experiences, improving efficiency, and fostering student autonomy. This study investigates the utilization of AI tools, particularly ChatGPT, in learning activities at the University of Information Technology and Communications - Thai Nguyen University. A mixed-methods quantitative approach was employed, involving surveys of 240 students across different academic levels. The results highlight a high adoption rate of AI tools, with significant benefits such as enhanced efficiency and accessibility to diverse learning resources. However, challenges such as accuracy concerns, ethical issues, and over-reliance on AI were identified. The study underscores the need for targeted interventions, including digital literacy training, ethical guidelines, and infrastructure development, to optimize AI integration in higher education. These findings provide valuable insights for policymakers and educators aiming to enhance the effectiveness of AI in learning.

Keywords:

Artificial Intelligence, AI in Education, ChatGPT, Personalized Learning, Higher Education.

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I. Introduction

1.1 Research context

In the 21st century, the rapid development of technology, particularly AI, has created groundbreaking opportunities in the field of education. AI, including systems like Generative Pre-Trained Transformers (GPT), has transformed the way people approach and utilize information in learning environments (Hu, 2022; Jovanovic & Campbell, 2022). AI tools, especially ChatGPT, enable natural user interaction and support tasks ranging from simple to complex, such as essay writing, research, and problem-solving (Aydin & Karaarslan, 2022; Korngiebel & Mooney, 2021).

AI in education not only facilitates interactive and personalized learning environments but also enhances learners' ability to study independently and creatively (Petersen, 2021; Rudolph, 2023). With AI's support, students can access diverse information sources, develop critical thinking, and achieve higher learning efficiency (Wang et al., 2023). However, applying AI in learning also raises ethical concerns, such as privacy, plagiarism, and over-reliance on technology (Garcia Sanchez, 2023; King, 2023).

In Vietnam, applying AI in education is becoming an inevitable trend, particularly amidst the rapid advancement of technology and the pressure to innovate higher education. Recent studies indicate that AI not only assists students in accessing knowledge but also helps educational institutions improve the quality of teaching and management (Tran & Dinh, 2024). ChatGPT, a popular AI tool, is highly regarded for personalizing the learning experience, improving research skills, and enhancing students' self-learning abilities (Aziz, Mir, Dar, & Masoodi, 2024).

Thus, understanding the current state of AI utilization in learning is crucial to developing effective solutions that maximize the benefits of this technology in education.

1.2 Research problem

The recent explosion of Artificial Intelligence (AI) has brought both opportunities and challenges to the field of education. In Vietnam, the application of AI, particularly tools like ChatGPT, in learning environments is gaining increasing attention. However, this integration still faces many unresolved issues. One of the most significant challenges is the limited awareness and understanding of modern AI tools among students and educators. While AI is considered a groundbreaking technology, not all users are fully equipped to use it effectively in supporting their learning.

Moreover, there is a lack of concrete data on the effectiveness of AI in education in Vietnam. Many studies remain theoretical or limited in scope, failing to provide a comprehensive view of AI's impact on students' learning outcomes. Another concern is the ethical and practical risks associated with over-reliance on technology, which may hinder critical thinking and creativity. Furthermore, the ability of AI tools to personalize learning experiences remains a barrier for many students, particularly in specialized fields. This raises the question of whether tools like ChatGPT can truly meet the diverse and complex needs of learners.

Therefore, further research into the current state of AI utilization in learning is necessary to identify factors that promote or hinder its adoption. This research will provide a basis for proposing effective solutions to optimize AI's application in higher education in Vietnam.

1.3 Research objectives

This study aims to gain a deeper understanding of the role and effectiveness of AI, particularly ChatGPT, in learning at the University of Information Technology and Communications - Thai Nguyen University. The primary objective is to evaluate the current state of AI usage among students, including usage rates, perceptions, and the most popular AI tools. The research will explore how students approach and utilize AI in learning and the challenges they face.

Additionally, the study focuses on identifying the strengths and limitations of AI in learning. Benefits such as time-saving, enhanced self-learning, and research support will be analyzed alongside challenges related to information accuracy, ethical issues, and the risk of over-reliance on technology. The ultimate goal is to propose specific solutions to optimize the use of AI in learning, focusing on improving students' skills in using AI tools, raising awareness of academic ethics, and recommending technological infrastructure improvements to facilitate AI integration into education.

By achieving these objectives, the study hopes to provide a solid theoretical and practical foundation to promote AI adoption in higher education in Vietnam, contributing to improving the quality of learning and teaching in the context of rapidly advancing technology.

II. Research methodology

This study employed a mixed-methods quantitative approach, including surveys and statistical data analysis, to evaluate the current state of AI utilization in learning among students at the University of Information Technology and Communications - Thai Nguyen University. A total of 240 students from various faculties participated in the research, representing diverse fields of study and academic levels at the institution.

The data collection process was conducted using a well-structured survey questionnaire, which comprised three main groups of questions: (1) Perceptions and attitudes toward the use of AI in learning, (2) Advantages and limitations of AI tools, and (3) Impacts and potential of AI on learning. The questions were designed using a five-point Likert scale (1: Strongly disagree to 5: Strongly agree) to measure students’ agreement levels and frequency of AI tool usage.

Surveys were distributed through two formats: online and in-person. The online survey was shared via the university's learning management system and student email, while the in-person survey was conducted in classrooms under the guidance of faculty members. To ensure data accuracy and reliability, participants were guaranteed anonymity and voluntary participation.

The collected data were processed and analyzed using SPSS version 26.0. The analyses included descriptive statistics (percentages, means, and standard deviations) and Cronbach’s Alpha reliability testing to ensure the internal consistency of the scales. Additionally,

multiple regression analysis was applied to explore the relationship between AI usage and factors such as perceptions, self-learning skills, and creativity.

The research process was systematically designed to ensure scientific rigor and transparency. Initially, the survey questionnaire was piloted on a small group of 30 students to test its reliability and validity. Subsequently, the finalized survey was distributed to the 240 participants. Data collection spanned three weeks, achieving a 95% response rate, reflecting the high level of interest in the topic among students.

This methodology provided a comprehensive assessment of the current state of AI usage in learning while offering reliable data to inform the development of solutions for optimizing AI integration into higher education.

III. Results

3.1. Descriptive statistics of the research sample

Table 1. Survey respondents by academic year (Student age)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First-year students	99	41.3	41.3	41.3
	Second-year students	56	23.3	23.3	64.6
	Third-year students	40	16.7	16.7	81.3
	Fourth-year students	45	18.8	18.8	100.0
	Total	240	100.0	100.0	

Table 1 presents the distribution of surveyed participants by academic year, showing that first-year students constitute the largest group, accounting for 41.3% of the sample, followed by second-year students (23.3%), fourth-year students (18.8%), and third-year students (16.7%). This distribution indicates that the majority of responses come from students in the early stages of their academic journey, particularly first-year students, who are likely in the process of adapting to university life and exploring AI as a learning tool. The significant representation of first-year students provides an opportunity to understand how AI is influencing their initial learning habits and academic practices. In contrast, the smaller proportions of third- and fourth-year students may reflect their more selective use of AI tools or lower participation in surveys due to other academic priorities. These findings underscore the importance of tailoring AI-related educational interventions to address the distinct needs of students at different academic levels.

Table 2. Survey respondents by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	103	42.9	42.9	42.9
	Male	137	57.1	57.1	100.0
	Total	240	100.0	100.0	

Table 2 provides the distribution of survey participants by gender, indicating that 57.1% of respondents are male and 42.9% are female. This gender composition reflects a slight predominance of male students in the sample, which may align with the general demographic trends of the institution, particularly in technology-related fields. The balanced representation, with a notable proportion of female students, allows for meaningful analysis of gender-based differences in the perception and use of AI in learning. Such insights can contribute to understanding how gender influences the adoption and effectiveness of AI tools, enabling the development of inclusive strategies to support all students in leveraging AI for their academic success.

Table 3. Survey respondents who have used/not used AI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Used	240	100.0	100.0	100.0

Table 3 highlights that 100% of the survey participants have used AI tools in their learning activities. This universal adoption indicates the pervasive integration of AI into the academic experiences of students at the institution. Such widespread usage underscores the growing reliance on AI as a critical component of modern learning environments. The findings emphasize the need to investigate the specific ways in which AI tools are utilized, their impact on learning outcomes, and the challenges students may encounter. Additionally, this result provides a strong foundation for exploring strategies to optimize AI's role in enhancing educational practices and addressing ethical or practical concerns related to its use.

3.2. Evaluation of the Survey Scale's Reliability

Table 4. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.947	15

Table 5. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	48.5625	76.222	.709	.674	.943
Q2	48.4125	75.850	.714	.679	.943
Q3	48.6750	75.501	.710	.717	.943
Q4	48.1917	75.185	.803	.792	.941
Q5	48.6250	78.687	.457	.423	.950
Q6	48.3083	75.905	.755	.701	.942
Q7	48.4083	75.941	.772	.681	.942
Q8	48.4417	75.896	.742	.730	.942

Q9	48.4833	77.565	.692	.605	.944
Q10	48.3833	75.183	.780	.752	.941
Q11	48.5833	76.018	.728	.680	.943
Q12	48.3083	74.147	.811	.787	.941
Q13	48.5417	74.534	.827	.757	.940
Q14	48.5000	78.636	.549	.400	.947
Q15	48.4667	75.681	.718	.617	.943

Table 4 presents the reliability statistics of the survey instrument, demonstrating a Cronbach's Alpha value of 0.947. This high reliability score indicates excellent internal consistency among the 15 items included in the scale. Such consistency suggests that the survey instrument is well-suited for accurately measuring the perceptions and experiences of students regarding the use of AI in their learning activities.

Table 5 provides item-total statistics, showing strong corrected item-total correlations for most items, ranging from 0.457 to 0.827. These values further affirm the reliability and coherence of the scale, with the majority of items contributing positively to the overall measurement. Notably, items with higher correlations, such as Q4 (0.803) and Q13 (0.827), reflect areas where student responses are particularly aligned. These results confirm that the survey instrument reliably captures diverse dimensions of students' interactions with AI, providing a robust basis for further analysis and interpretation of the data.

3.3. Evaluation of Survey Results

Table 6. Item Statistics

	Mean	**Std. Deviation**	**N**
Q1	3.3583	.81611	240
Q2	3.5083	.83837	240
Q3	3.2458	.86903	240
Q4	3.7292	.80114	240
Q5	3.2958	.91933	240
Q6	3.6125	.79476	240
Q7	3.5125	.77611	240
Q8	3.4792	.80764	240
Q9	3.4375	.72914	240
Q10	3.5375	.82244	240
Q11	3.3375	.81220	240
Q12	3.6125	.86533	240
Q13	3.3792	.82456	240
Q14	3.4208	.79353	240
Q15	3.4542	.84709	240

The analysis of Table 6, combined with the survey questionnaire, allows for a detailed evaluation of the survey results across the main groups of questions:

Perceptions and Attitudes Toward AI in Learning (Q1–Q5)

The mean scores for this group of questions range from 3.2458 (Q3: ease of interaction with AI for problem-solving) to 3.7292 (Q4: frequent use of AI for assignments and projects). These scores suggest that students generally hold a positive perception of AI in learning, frequently using AI tools to support their studies. However, the slightly lower mean for Q3 indicates that some students may face challenges in effectively leveraging AI for interactive problem-solving. This highlights the need for additional guidance or resources to help students maximize the interactive capabilities of AI tools. These results underline the growing trust and reliance on AI in academic settings. The consistent use of AI (Q4) reflects its integration into students' daily learning routines, while areas of improvement, such as interactive problem-solving, signal opportunities to enhance the usability and accessibility of AI technologies in education.

Advantages and Challenges of AI Tools (Q6–Q10)

The mean scores for this group range from 3.2958 (Q5: AI boosts confidence in group discussions) to 3.6125 (Q6 and Q12: saving time and personalization needs). The data indicates that students recognize the time-saving benefits of AI tools (Q6), which may be one of the primary reasons for their widespread adoption. However, concerns about accuracy (Q8: mean 3.4792) and the potential for reduced self-learning ability (Q9: mean 3.4375) are noteworthy, suggesting that while AI is helpful, students remain cautious about its limitations. These results emphasize the dual nature of AI in learning. While students appreciate its efficiency and potential to simplify tasks, they remain aware of the risks, such as over-reliance or the dissemination of inaccurate information. This calls for balanced usage practices and greater efforts to educate students on verifying and complementing AI-generated content with critical thinking.

Impact and Potential of AI in Learning (Q11–Q15)

Mean scores in this group range from 3.3375 (Q11: exploration of new knowledge areas) to 3.6125 (Q12: desire for greater personalization). The relatively high score for Q12 indicates a strong demand for AI tools to better adapt to individual learning needs. The lower score for Q11 suggests that while AI has potential for fostering curiosity, its current usage may be more focused on immediate academic needs rather than broader knowledge exploration. These findings highlight the importance of advancing AI tools to provide more personalized and tailored learning experiences, which students view as a critical area for improvement. Additionally, the relatively moderate enthusiasm for AI as a driver of exploration (Q11) suggests that educators and developers could further encourage the use of AI for innovative and discovery-driven learning activities.

The results from Table 6 demonstrate that students generally perceive AI as a valuable and effective tool for learning. However, the nuanced responses across the survey groups reveal areas for improvement, such as enhancing interactive features, ensuring accuracy, and promoting self-directed exploration. Addressing these aspects will be crucial in

optimizing the role of AI in education and fostering a balanced, critical approach to its use among students.

IV. Dicussion

4.1. The Current status of AI utilization in learning

The application of Artificial Intelligence (AI) in education has become an increasingly important topic of study in recent years, especially with the integration of AI tools such as ChatGPT in university learning environments. At the University of Information Technology and Communications - Thai Nguyen University, AI tools have been adopted widely among students, with a universal usage rate of 100% among the surveyed participants (Huong, 2024). This suggests that AI is not just an auxiliary tool but has become an integral part of students' daily learning activities.

AI's role in learning is multifaceted. Students frequently use AI for a variety of purposes, ranging from simple tasks such as answering questions and summarizing materials to more complex tasks such as project work and research assistance (Aydin & Karaarslan, 2022). The integration of AI into learning allows for personalized and efficient educational experiences, where students can interact with systems designed to adapt to their individual learning needs. As such, AI tools, particularly those using advanced algorithms like ChatGPT, provide not only access to vast resources but also the potential to enhance critical thinking and problem-solving skills (Wang et al., 2023).
However, despite the high adoption rate, the effectiveness of AI in learning is not without its challenges. Students report concerns regarding the accuracy of the information generated by AI tools, with some expressing hesitations about relying too heavily on such technologies. While the potential benefits, such as time-saving and improved efficiency, are widely acknowledged, concerns about the potential for AI to diminish self-learning capabilities are also prevalent (Garcia Sanchez, 2023). This reflects broader debates in the field about the balance between AI assistance and maintaining human intellectual engagement.

The current utilization of AI, as observed in this study, underscores a critical need for a more comprehensive understanding of its impact on students' learning behaviors. For AI tools to achieve their full potential in education, further development and refinement of these tools are necessary, particularly in terms of accuracy, reliability, and the enhancement of personalized learning experiences. Furthermore, there is a need for educational institutions to provide structured training and support to help students leverage AI effectively without compromising their intellectual independence.

As AI continues to evolve, its role in education will likely expand, but its integration must be approached with caution and foresight to ensure that it enhances rather than undermines the core values of learning, creativity, and critical thinking.

4.2 Advantages and limitations of using AI in learning

The integration of Artificial Intelligence (AI) into education offers numerous advantages, but it also presents significant limitations that require careful consideration. On the positive side, AI has been recognized for its ability to enhance personalized learning experiences, improve efficiency, and expand access to diverse educational resources.

Advantages

One of the most significant benefits of AI in learning is its capacity to tailor educational experiences to individual student needs. Through adaptive algorithms, AI tools can analyze learning behaviors and provide personalized content recommendations, allowing students to progress at their own pace (Petersen, 2021). Additionally, AI's ability to automate routine tasks, such as grading and providing feedback, frees up educators to focus on more complex instructional activities (Aydin & Karaarslan, 2022). For students, this automation translates into quicker access to results and constructive feedback, which supports continuous improvement.

AI also fosters independent learning by providing students with on-demand access to vast knowledge repositories. Tools like ChatGPT allow learners to query and receive detailed responses in real time, enabling them to explore topics beyond the standard curriculum (Hu, 2022). Furthermore, the interactive nature of many AI platforms can engage students in problem-solving and critical thinking exercises, which are essential for academic and professional success (Wang et al., 2023).

Limitations

Despite its advantages, the use of AI in learning comes with notable challenges. The accuracy of AI-generated content remains a significant concern. Misinformation or incomplete answers provided by AI tools can mislead students, particularly when they lack the skills to critically evaluate such information (Garcia Sanchez, 2023). Over-reliance on AI also risks diminishing students' ability to engage in deep learning and critical thinking, as they may become dependent on automated solutions instead of developing their own problem-solving skills (King, 2023).

Moreover, ethical issues such as data privacy and intellectual property rights present additional challenges. Many AI tools require access to personal data to provide personalized experiences, raising concerns about the security and misuse of such information (Jovanovic & Campbell, 2022). Finally, the cost and technical requirements associated with implementing AI technologies can be prohibitive, particularly for institutions with limited resources.

4.3 Challenges and barriers to using AI in learning

The integration of AI into education is not without its obstacles, as various factors hinder its effective adoption and implementation. These challenges range from technological limitations to socio-cultural and ethical concerns.

Access to reliable infrastructure is a significant hurdle, particularly in developing countries or institutions with limited funding. Many AI tools require high-speed internet and advanced

hardware, which may not be readily available to all students and educators (Petersen, 2021). Additionally, the lack of technical support and training for educators to effectively use AI tools limits their integration into the learning process.

Resistance to change is another challenge. Traditional educational systems may be slow to adopt AI technologies due to skepticism or a lack of understanding of their potential benefits (Rudolph, 2023). Furthermore, students and educators often lack the necessary digital literacy skills to effectively engage with AI tools, leading to underutilization or misuse of available technologies (Aziz et al., 2024).

Ethical concerns about data privacy and the risk of bias in AI algorithms also pose significant barriers. Students may be hesitant to share personal information with AI systems, fearing breaches of confidentiality or misuse of their data (Jovanovic & Campbell, 2022). Psychologically, over-reliance on AI tools may lead to a decrease in confidence in human abilities, as students may undervalue their critical thinking and problem-solving skills in favor of AI-generated solutions (King, 2023).

To overcome these challenges, institutions must invest in infrastructure development, provide targeted training programs for both students and educators, and develop clear guidelines for ethical AI use. Collaborative efforts between policymakers, educators, and AI developers are essential to create inclusive, effective, and secure AI-driven educational environments.

Through a balanced approach that maximizes benefits while addressing limitations, AI can be positioned as a transformative tool for education, helping to overcome traditional barriers and foster innovation in learning practices.

V. Conclusion and Recommendations

The integration of Artificial Intelligence (AI) into education has demonstrated its potential to revolutionize learning by providing personalized experiences, improving efficiency, and fostering independent study. Tools like ChatGPT have become indispensable in enhancing students' academic performance and engagement. However, challenges such as ethical concerns, accuracy issues, and the risk of over-reliance on technology must be addressed to ensure that AI complements rather than replaces human creativity and critical thinking.

To maximize the benefits of AI while mitigating its limitations, educational institutions should focus on enhancing digital literacy through training programs, establishing clear ethical guidelines, and investing in modern infrastructure to ensure equitable access to AI technologies. Furthermore, a balanced approach to using AI—encouraging its role as a supportive tool rather than a primary resource—should be promoted to foster critical thinking and creativity. By adopting these strategies, institutions can effectively integrate AI into education, unlocking its transformative potential while preparing students for a rapidly evolving, technology-driven future.

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VII. Appendix

Survey Questionnaire

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The purpose of this survey is to collect your opinions regarding the use of Artificial Intelligence (AI) in learning. Your responses will remain confidential and will only be used for research purposes. Please mark (X) the most appropriate option or fill in the blanks as needed.

PART I: PERSONAL INFORMATION

1. Gender:
   ☐ Male
   ☐ Female
   ☐ Other
2. Academic Year:
   ☐ First-year
   ☐ Second-year
   ☐ Third-year
   ☐ Final year
3. Have you ever used AI tools in learning?
   ☐ Yes
   ☐ No

PART II: PERCEPTIONS AND ATTITUDES TOWARD AI IN LEARNING

Agreement Level (5-point Likert scale):
1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

Q1. I trust the information provided by AI tools (e.g., ChatGPT) in learning.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q2. Using AI improves my academic performance.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q3. AI supports me in interacting and finding solutions to difficult exercises easily.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q4. I frequently use AI to complete assignments or academic projects.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q5. AI makes me feel more confident in studying and group discussions.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

PART III: ADVANTAGES AND LIMITATIONS OF USING AI

Q6. AI helps me save time on assignments and research.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q7. The interface of AI tools is user-friendly and easy to use.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q8. I worry about the accuracy of the information provided by AI.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q9. Using AI may reduce my ability to learn independently.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q10. AI improves my critical thinking and problem-solving skills.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

PART IV: IMPACT AND POTENTIAL OF AI IN LEARNING

Q11. AI encourages me to explore more knowledge and new fields.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q12. I want more personalized features in AI to better suit my learning needs.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q13. I encourage my friends to use AI as an effective learning tool.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q14. AI has the potential to become a vital and reliable learning tool.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Q15. AI helps me prepare better for exams and complex academic tasks.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

PART V: CONTRIBUTIONS AND FEEDBACK (Optional)

1. Which AI tool do you use most often in learning? _____
2. In your opinion, what improvements could AI make to better support learning? _____