

Review of: "The Relationship Between AI Tools and Their Aspects in Higher Education"

Aleksandra Hadžić

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This study by Nanjundaswamy Abhishek and Suraj Neethu is a timely and insightful exploration of the relationship between AI technologies and higher education, particularly in the context of the COVID-19 pandemic's forced shift towards online and blended learning models. Through a comprehensive mixed-methods approach, the authors adeptly assess the levels of awareness, benefits, opportunities, and challenges associated with the adoption of AI tools such as ChatGPT and other AI chatbots among educators in higher education institutions.

The study's methodology, employing both quantitative and qualitative research designs, stands out for its robustness and the thoughtful construction of the research instrument. The analysis of responses from a significant sample of educators adds weight to the study's findings, particularly the positive correlation between awareness of AI tools and their adoption and the inhibitive effect of perceived challenges on the same.

One of the study's key contributions is its nuanced discussion on the dual nature of AI technologies as both enablers and disruptors within the educational domain. The logistic regression analysis reveals critical insights, notably that increased awareness of AI tools correlates with higher adoption rates, while identified challenges deter their use. This dichotomy underscores the complex landscape educators navigate in integrating AI into learning environments.

However, the study's assertion that the benefits and opportunities of AI technologies in higher education are not significantly realized warrants further investigation. This finding suggests a gap in the empirical understanding or application of AI tools that could be explored in future research. Additionally, the study's focus on the negative influence of challenges on AI adoption highlights the need for concerted efforts in addressing these barriers to harness the full potential of AI in education.

The practical implications outlined by Abhishek and Neethu are particularly valuable, emphasizing the need for HEIs to develop new policies, goals, and strategies to adapt to technological advancements. Their call to action for HEIs, researchers, and regulators to collaborate in mitigating challenges and ethical issues associated with AI tools is both pertinent and pressing.

In conclusion, "The Relationship Between AI Tools and Their Aspects in Higher Education" is a foundational piece that adds significantly to the discourse on AI's role in transforming higher education. While the study presents a comprehensive overview of the current state of AI adoption among educators, its true value lies in highlighting the areas where further research, policy development, and strategic implementation are needed. As the educational landscape

continues to evolve, this work will undoubtedly serve as a cornerstone for future explorations into the ethical integration and effective utilization of AI technologies in higher education.