

Review of: "Can ChatGPT code the technical part of a Bachelor's Thesis in Informatics?"

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Potential competing interests: No potential competing interests to declare.

The paper fails to delve deeply into the implications and limitations of using ChatGPT for academic coding tasks, leaving key questions unanswered.

There is a lack of clarity regarding the specific criteria used to evaluate ChatGPT's performance and the rationale behind the chosen analytical methods, undermining the rigor of the study.

The ethical considerations surrounding the use of AI tools in academic settings are briefly mentioned but not thoroughly explored, overlooking potential ethical dilemmas and implications.

The presentation of results could be improved with clearer tables and figures, enhancing the interpretation and understanding of key findings.

The paper lacks sufficient contextualization within the broader field of AI-assisted academic tasks, making it difficult for readers to understand the significance and novelty of the study.

The findings of the study may have limited generalizability due to the specific context of Information Systems Bachelor's theses at Dalarna University, Sweden, raising questions about the broader applicability of the results.