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

Stefano Regondi

Potential competing interests: No potential competing interests to declare.

The article addresses a noteworthy and captivating subject but falls short in effectively presenting its findings and data.

This research examines a significant question regarding the ability of ChatGPT to aid in the coding aspects of informatics undergraduates' thesis projects. It meticulously outlines the methods used in a preliminary study, including data gathering through interactions with ChatGPT and a step-by-step evaluation of the generated code. The early findings are promising, suggesting that ChatGPT has the potential to expedite coding processes and allow for more advanced technical analyses. However, the success of this depends on the students' abilities to critically appraise the outcomes. The study points out several key areas that warrant further investigation, such as the specific fields of application and the proficiency of the users. Nonetheless, this study requires enhancements.

The narrow scope of the pilot study, limited to just two students and one case study, makes it difficult to generalize the results, highlighting the necessity for including a larger number of participants to ensure the findings are reliable. There is a lack of a concrete comparison between the time required for coding with and without ChatGPT, with the study basing its time-saving claims on students' subjective estimates rather than a detailed evaluation and comparison. Moreover, the study could benefit from an expanded discussion on the ethical considerations of using ChatGPT for academic coding purposes. To conclude, although the paper provides a preliminary framework for assessing the effectiveness of ChatGPT in academic coding projects, it lacks comprehensive data and requires participation from a greater number of students.