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 discusses the potential of Large Language Models (LLMs), specifically ChatGPT, in assisting with coding tasks for Bachelor's theses in Informatics at Dalarna University, Sweden. It explores whether ChatGPT can handle the coding aspect of a thesis and presents findings from a pilot study indicating that ChatGPT can expedite coding and enable students to perform technical analyses, provided they critically engage with the model.

Key Takeaways:

1. Pilot Study Results: ChatGPT helped students with coding, speeding up the process and enabling technical analysis.
2. Critical Dialogue: Success depends on students' ability to critically assess and refine ChatGPT's outputs.
3. Educational Implications: Highlights the potential use of LLMs in academic coding tasks and the need for further research.
4. Ethical Considerations: Discusses the ethical challenges of AI assistance in academic work.

Strengths:

1. Practical Insights: Provides valuable information on using ChatGPT for coding in academic settings.
2. Methodological Approach: The "critical dialog" method is a novel approach to interacting with LLMs.

Weaknesses:

1. Context-Specific: Findings are limited to the specific context and student competencies at Dalarna University.
2. Generalization: The study's conclusions may not be broadly applicable due to the diversity of thesis topics and degrees.

The paper emphasizes the importance of broader investigations to understand the full potential and limitations of LLMs like ChatGPT in academic coding tasks. It also points out the necessity for students to critically engage with the tool to achieve the best results.