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 article provides an interesting exploration of the potential of Large Language Models, particularly focusing on ChatGPT, with computer code writing for Bachelor's theses in the field of Information Systems at Dalarna University, Sweden. The study is well-structured, and the critical dialog approach used in assessing ChatGPT capabilities provides an important dimension to the evaluation.

Here are some comments:

-Introduction: The introduction acknowledges the novelty of ChatGPT and its implications; however, a broader review of existing literature on the use of AI in education and coding will provide a more comprehensive background, including previous studies on LLMs in similar contexts.

-Methodology: The methodology section is detailed and well-organized. However, it might benefit from a brief explanation of why the critical dialog approach was chosen over other potential methods.

-Results: Tables 1, 2, and 3 are informative, but it might be helpful to include a brief summary or interpretation of the key findings directly in the text.

-Consider including visual aids, such as graphs or charts, to enhance the presentation of results and make the article more engaging.

-Overall, the study presents a valuable contribution to understanding the role of LLMs in academic coding tasks, and addressing these suggestions can further strengthen its impact. The findings contribute to the nascent body of research on the application of LLMs in education. These comments are intended to enhance the clarity and effectiveness of the article.