

University of Tartu
Faculty of Social Sciences
Institute of Education
Curriculum: Educational Technology

Jack Harvey Bishop

CRITIQUING THE PRE-DEGREE ARTS STUDENTS' PARTNERSHIP WITH CHATGPT,
AS A TOOL FOR AUTHENTIC INQUIRY

Master's thesis

Supervisor: Senior Research Fellow Dr. Emanuele Bardone

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Abstract

Reflecting on the central inquiry of this study, it would seem that pre-degree arts students find themselves continually grappling with questions about authenticity during their own creative process, while partnering with ChatGPT. If these students allow ChatGPT to significantly guide their ideation, it would also seem that their resulting work truly could be considered unoriginal or genuinely non-reflective of their own inventive thinking, but this claim may be false. Central to this study is an increasing responsiveness to a particular partnership between use or indeed, misuse of ChatGPT throughout the creative process, scrutinising how students honestly practice and learn by partnering with it. There is an inquest as to whether the introduction of ChatGPT as a creative partner builds on students' imaginative potential, or inadvertently encourages reliance on externally generated ideas, diminishing genuine cognitive effort. Moreover, this tension prompts a study to question the very boundaries between human (e.g the student) and artificial intelligence (e.g. ChatGPT). Should they be perceived as distinct, or can they integrate meaningfully, supporting rather than undermining creativity? How does biological, creative intelligence partner with artificial intelligence?

Keywords: ChatGPT, partnership, generative AI, student ingenuity, inquiry-based learning, arts education, authenticity of thought, metacognition, intelligence, idea generation, reliance, agency, Kolb's Experiential Learning Cycle, LLM

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Introduction

1. Research Question and Aims

This study explores how eighteen pre-degree arts students at Arts University Plymouth and three-six IBDP Visual Arts students (18 year olds) partnered with OpenAI's generative AI chatbot, ChatGPT as a tool for inquiry-led learning at monitored, controlled moments over a duration of three days, between December 2024 and January, 2025. This age group often explores their initial creative autonomy, making them particularly sensitive to the influence of external generative AI tools like ChatGPT.

The research question is as follows: *How do pre-degree arts students partner with ChatGPT, as a tool for inquiry?* Ultimately, the research objective is to provide comprehensive observations (see methodology) of how generative AI tools like ChatGPT influence pedagogical practices, creativity and critical thinking within arts education. The research examines the effect of differing ChatGPT roles on creative thought processes, critical thinking and cognitive load, analysing its role in accelerating idea generation and scaffolding inquiry. It seemed prudent to deconstruct Kolb's (2015) Experiential Learning Cycle to assess ChatGPT's integration in arts education. Kolb was selected as it captures stages of inventive and reflective engagement central to arts education. A qualitative approach, including student reflections and observational analysis, is employed. Findings from a conducted intervention at an arts university indicate that while ChatGPT certainly enhances productivity and ideation, attention arose regarding over-reliance and authenticity of inquiry. Rapid integration of ChatGPT into educational contexts has stimulated both enthusiasm, scepticism and awareness, particularly within arts education. ChatGPT, which relies on large language models (LLMs), has been positioned as a potential catalyst for enhancing inquiry-led and self-regulated learning. However, its use raises complex pedagogical and epistemological questions, particularly within disciplines where creativity, originality and critical engagement are predominant.

2. Context

The study investigates how pre-degree arts students partner with ChatGPT as a tool for inquiry-led and self-regulated learning, exploring the extent to which ChatGPT roles scaffold, accelerate or constrain holistic, creative processes. This would be focusing on inquiry by initiating and developing ideas, to concluding concepts. At the heart of this inquiry is this: while ChatGPT can serve as an immediate source of inspiration, ideation and

refinement, its use may also challenge traditional conceptions of authenticity and the cognitive effort required to develop creative ideas. This 'authenticity' would have an impact on the importance of originality in student coursework portfolios or assessments.

Normalisation of generative AI in arts education demands a critical examination of how students perceive and engage with ChatGPT (whether as a co-creator, an assistant or a simple shortcut to idea generation). Furthermore, this study addresses concerns regarding dependence, cognitive overload and potential dilution of metacognitive strategies as necessary for self-regulated learning.

The research question that emerges is the issue of genuineness in the creative thought process. If students allow ChatGPT to guide the creative process, it would seem that this process would compromise authenticity. The extent of the integration of ChatGPT reflecting the student's own cognitive processes, and at the point of which reliance on AI-generated suggestions obscures personal artistic intent, is a seemingly unexplained concept. Additionally, the study explores whether ChatGPT and student intelligence should be seen as distinct cognitive systems or whether they can be meaningfully integrated in ways that augment creative learning. Beyond these conceptual debates, this research also considers the technical implications of ChatGPT-assisted creativity, in terms of new ways of partnering with ChatGPT to encourage students to become more proficient in design and creative execution. If ChatGPT is used effectively, it could support skill acquisition rather than replace the hands-on, iterative learning processes. Certainly, this study explores the cognitive and emotional complexities of how students partner with ChatGPT and critically reflects on moments of creative tension with regards to the feeling of uncertainty about whether the student or ChatGPT was driving the creative work and how they navigated this conflict. This seems to show that psychological dynamics are involved in collaborative relationships with ChatGPT, particularly when artistic authorship becomes ambiguous or contested.

By deconstructing Kolb's Experiential Learning Cycle within an arts-specific context, this research explores the evolving dynamics of student-ChatGPT partnership, examining whether ChatGPT builds on broader inquiry or promotes surface-level engagement with creative tasks. Through qualitative (intervention) and practice-based research methods, this study aims to contribute to the emerging discussion on the role of AI in arts education, positioning ChatGPT not merely as a tool but as an active participant in the creative inquiry process.

The following two illustrative scenarios of Student A and Student B serve to ground theoretical frameworks in lived practice, in particular. Student A used ChatGPT as a

conceptual scaffold during mind mapping, which would level with Kolb's (2015) abstract conceptualisation phase, but also raises questions about cognitive outsourcing and whether ideational depth was achieved through active engagement or passive AI prompting. In contrast, Student B used ChatGPT to construct primary reference imagery due to contextual constraints, offering a case of how AI might pragmatically aid active experimentation, yet also posing challenges to Benjamin's (1969) notion of artistic authenticity, as AI-generated content complicates the distinction between original source material and synthetic artefacts. Both cases invite inquiry into the cognitive load produced by students (Sweller, 1988) as they navigate multiple sources of ideation and decision-making through a student-AI partnership. Related example scenarios that have been observed in lessons where the role of the teacher during these phases of the creative process were largely as the facilitator to the partnership. The following are contextual case study illustrations, observed from IBDP Visual Arts students and are separate in the intervention sample that follows and is central to the research question. Students chose pre-set themes. These themes were pedagogically relevant and particularly suited for assessing AI partnerships (e.g., their abstract nature required conceptual support):

Student A: At the beginning of a new coursework project, Student A was tasked with developing a conceptual theme that was pre-set, in this case, *Merging Forms*. The student had been tasked with creating a mind map to record all concepts surrounding the theme (see Appendix 1. Figure 1. Mind Map [Student A], p. 38). The student had used ChatGPT to expand on vocabulary, almost using it as a thesaurus, yet building on sub-themes (e.g. Merging forms > cell mutations > genetics > organisms) that would later be realised by them by visual representation/s for their coursework. Student A's use of ChatGPT directly relates to Kolb's (1984) abstract conceptualisation phase, where generative AI assisted in structuring and expanding conceptual vocabulary. However, Benjamin's (1969) notion of authenticity poses critical questions about whether external linguistic scaffolding would diminish originality.

Student B: During the same project, at a subsequent phase, Student B chose the theme, *Mundane*. For this, abandoned architecture, indeed Brutalist architecture, was a key interest. The student needed subject matter to begin a coloured pencil preparatory piece. As students are advised not to use secondary sources for their reference imagery and strictly primary sources, they found it difficult to obtain the latter in their locale. Therefore one option of maintaining academic honesty, was to use ChatGPT to generate the imagery, on the basis of editing the image before they could use it as a true reference. Therefore, they wanted

to construct subject matter. Student B's reliance on ChatGPT for generating imagery challenges traditional notions of observational authenticity (Benjamin, 1969) but also illustrates Kolb's (2015) active experimentation stage, where practical constraints were creatively addressed using AI-generated starting points.

To assess these scenarios against authenticity of creative thought and the partnership with ChatGPT, is as follows: Student A uses a linguistic scaffold, akin to a sophisticated thesaurus. This approach illustrates a partnership wherein ChatGPT supports vocabulary expansion and conceptual development without necessarily dictating creative direction. While the student retains authorship over their thematic exploration, questions about authenticity arise. Specifically, if the ideation process heavily depends on ChatGPT-generated suggestions, does the student genuinely experience personal cognitive breakthroughs, or does ChatGPT preempt this 'authentic' exploration? Kolb's (2015) concept of experiential learning suggests authenticity arises through active engagement with personal experience.

Student B presents an issue regarding traditionally rooted observational authenticity. They confront a significant practical constraint - the unavailability of suitable primary imagery in their immediate environment. Using ChatGPT-generated imagery edited by the student, using industry-standard software, still poses important epistemological questions around artistic authorship and authenticity. In this scenario, Student B actively reinterprets and manipulates ChatGPT outputs, therefore possibly retaining a measure of creative authenticity. However, the reliance on ChatGPT-generated imagery challenges conventional definitions of primary sourced references. If student imagination is directed through machine-generated starting points, does the resultant work retain authentic artistic integrity? Together, these scenarios show how generative AI's authenticity is contingent on its application - when used thoughtfully and reflectively, ChatGPT may support authentic creative inquiry; yet, when uncritically accepted, it could diminish originality. This partnership presents an ill-structured and metacognitive problem. This is an ill-structured problem because there are no universally accepted solutions or fixed outcomes. It involves ethical-evaluative reasoning related to creative ownership and metacognitive reflection about how students engage with ChatGPT as a thinking partner in the ideation and image development phases. Problem: Student B found it difficult and time-consuming to locate Brutalist abandoned architecture to photograph in their area, to later be used for reference imagery for their project, Mundane. As a potential solution, the student was guided through the iterative generation of a Brutalist architectural image using only prompts, without any image editing software like Adobe Photoshop, to help them achieve a primary sourced outcome. They began by removing circular elements and

adding damp marks for realism, then refined the colour palette - first increasing blues and greys, then shifting to warmer grey-blue and muted red tones with reduced texture. Structurally, they replaced curved arches with squared ones and introduced the number '74', experimenting with placement until it sat vertically (7 above 4) near the doorway (which did not work, yet). They matched its style to a reference image found online, aiming for a stencil-like, spray-painted aesthetic, and included black and white graffiti to complement the minimal aesthetic (see Appendix 2. Figures 2-13. AI-Generated Primary Source/Reference Image for Coloured Pencil Preparatory Piece [Student B], p. 39). This partnership presents an ill-structured, ethical-evaluative and rule-using problem. It is an ill-structured problem due to the subjective and open-ended nature of defining authorship in ChatGPT-generated imagery. It involves rule-using components related to image refinement through iterative prompting and also shows to be an ethical-evaluative problem, requiring critical judgment about originality, authorship and academic integrity. Here, a question remains, 'if the student was responsible for the prompting and refining of this action to the desired outcome, can this authentically be their own reference?'

Table 1. Synthesis Across the Three Cases

Student	Phase of Inquiry	Role of ChatGPT	Student Agency	Partnership Concern
A	Conceptual ideation	Conceptual scaffold / linguistic partner	Moderate–High	Depth of independent thinking
B	Visual research	Source constructor / creative proxy	High	Validity of AI as a primary source
C	Artistic refinement	Semantic visual assistant	High	Authorship in non-manual creation

These scenarios show that pre-degree arts students engage with ChatGPT across multiple phases of inquiry-led learning, including: Ideation and concept generation (Student A); Visual reference gathering and workarounds (Student B); Refining and constructing creative outputs (Student C). The partnerships are shaped by intentionality, critical reflection, and contextual framing. When used as a dialogic partner, ChatGPT supports inquiry. However, when relied on uncritically, it may preempt creative discovery or blur the boundaries of authorship. Thus, the scenarios directly respond to the research question, demonstrating that ChatGPT is not

just a tool but a co-participant in the inquiry process, with its legitimacy and impact dependent on how, when, and why it is used.

Blain (2025) suggests that while partnering with AI tools like ChatGPT can be valuable (especially for idea generation and mind mapping), schools need clear policies to guide how AI is used in educating the arts. Blain emphasises that if students partner with AI to support their creative process, they must still demonstrate that they possess the skills to develop and sketch ideas independently. Teachers should introduce clear lessons early on to define what authentic, creative work looks like when AI is part of the process.

3. Thesis Structure

This thesis is structured sequentially, beginning with an Introduction that outlines the research aim, context, and core research question: How do pre-degree arts students partner with ChatGPT as a tool for inquiry? This is followed by a comprehensive Theoretical Overview, examining Kolb's Experiential Learning Cycle (Kolb, 1984), Benjamin's authenticity concept (Benjamin, 1969), Pintrich's Self-Regulated Learning model (Pintrich, 2004), and Mollick's "co-intelligence" (Mollick, 2024), providing theoretical grounding for exploring AI-assisted creativity, cognitive autonomy, and authenticity. The Methodology section details the qualitative research design, including participant selection from Arts University Plymouth and King's College Latvia, methods of data collection (student reflections, SWOT analyses, ethics statements, and structured group discussions), and thematic analysis procedures. The Results chapter then presents thematic findings, identifying patterns in student interactions with ChatGPT, particularly around role-specific efficacy, authenticity concerns, cognitive autonomy, and comparative perspectives across institutions. These findings are critically synthesised in the Discussion, connecting theoretical frameworks to empirical observations, highlighting key implications for arts education, creative authenticity, and metacognitive strategies, while outlining limitations and suggesting avenues for further research. Finally, the Conclusion summarises the study's contributions, advocating for reflective and strategically integrated use of generative AI, emphasising the enduring importance of authentic human creativity and cognitive agency in arts education.

Theoretical Overview

This overview is structured around four key theoretical frameworks: Kolb's Experiential Learning Cycle (Kolb, 1984), Benjamin's authenticity concept (Benjamin, 1969), Pintrich's Self-Regulated Learning model (Pintrich, 2004), and Mollick's "co-intelligence" (Mollick, 2024). The integration of tools like ChatGPT in educational contexts has ignited significant enthusiasm, curiosity and critical reflection, especially within arts education. As mentioned, central to this study is the question: How do pre-degree arts students partner with ChatGPT as a tool for inquiry? These theories collectively provide a structured lens to critically examine how generative AI impacts inquiry-led learning, authenticity and creative self-regulation, directly addressing the research question concerning pre-degree arts students' partnerships with ChatGPT. The focus of this theoretical overview is to critically examine existing research surrounding generative AI in educational contexts, with particular attention to inquiry-based learning, self-regulation, authenticity and the pedagogical implications of student-machine partnerships. Although there was an unavailability of sources directly addressing the specific research question within contemporary literature, an exploration of related theory provided invaluable understanding into the broader context surrounding the research aim.

1. Art = 'Authenticity' and Experiential Learning with Generative AI

Benjamin's (1969) concept of the "aura" (the unique authenticity tied to original artworks) serves as a critical lens for evaluating generative AI's role in arts education. When students partner with ChatGPT, questions arise about whether AI-generated outputs constitute a new form of mechanical reproduction, potentially diluting artistic originality and emotional intent. Benjamin's framework challenges the authenticity of student work shaped through machine assistance, raising concerns about whether such partnerships preserve or undermine individual artistic agency. While ChatGPT can stimulate new directions, the risk of producing derivative or overly mediated work invites serious reflection on the evolving meaning of creative authenticity in AI-augmented practice.

2. Kolb's Experiential Cycle as a Framework for AI Integration

Kolb's (1984) experiential learning model offers a structured framework to examine how students engage with ChatGPT during the creative process. Each phase (Concrete Experience, Reflective Observation, Abstract Conceptualisation, Active Experimentation) is

reshaped through generative AI. ChatGPT can offer diverse entry points and scaffold reflection, yet may also simplify complex conceptual tasks or reduce opportunities for productive struggle. While the AI's speed and responsiveness can aid rapid prototyping, it may inadvertently bypass critical learning moments. Thus, Kolb's cycle helps assess both the pedagogical benefits and cognitive trade-offs of integrating generative AI in arts education.

3. Generative AI, Authenticity, and Critical Thinking

Authenticity remains a central concern in arts education when generative AI enters the creative process. As Bridle (2022) suggests through his concept of planetary intelligence, the boundaries between human and machine cognition are increasingly fluid, prompting a rethinking of authorship as collaborative rather than solely individual. While this opens up the notion of co-authored authenticity, it also complicates whether students can maintain genuine creative agency when working with AI. Though ChatGPT may support ideation, questions persist around whether its involvement enriches or diminishes creative inquiry, originality and emotional investment in artistic work.

Agüera y Arcas (2022) critiques large language models for their reliance on pattern recognition rather than true understanding, which presents a challenge to the integrity of inquiry-led learning. Without sufficient metacognitive awareness, students may mistake fluently generated responses for acute intelligence, risking superficial engagement. This emphasises the importance of building on critical thinking when partnering with generative AI (e.g. encouraging students to interrogate, not just accept, AI outputs). To preserve authenticity in AI-assisted creative practices, learners must remain active evaluators rather than passive recipients of machine-generated ideas.

4. Self-Regulated Learning and Inquiry-Based Learning in Arts Education

Self-regulated learning (SRL) refers to learners actively managing their cognitive, metacognitive and motivational processes during their education. According to Pintrich (2004), SRL involves learners' deliberate control over their cognitive, motivational and behavioural strategies, highlighting key phases such as planning, monitoring, controlling, and reflecting. Pintrich's (2004) self-regulated learning model could be coordinated with the self-directed, open-ended nature of arts education, particularly highlighting the importance of metacognitive skills when students engage with generative AI tools like ChatGPT. Therefore, within arts education, these elements take on additional significance given the open-ended nature of artistic inquiry, which demands a high degree of self-awareness, adaptability and

personal commitment to idea generation and refinement. Successful self-regulation, as articulated by Pintrich (2004), helps maintain authenticity in AI-mediated creative practices, ensuring reflective and intentional use of AI rather than passive reliance. Inquiry-based learning (IBL), similarly, situates students at the centre of their learning journey, encouraging exploration, problem-solving and critical engagement with complex, ambiguous concepts (Pintrich, 2004). The integration of AI tools like ChatGPT within these structures introduces new dynamics that demand investigation. Specifically, does partnering with generative AI facilitate expansive inquiry and metacognitive awareness, or does it inadvertently promote reliance (as mentioned in the abstract), thereby inhibiting students' ability to self-regulate their learning processes?

5. Authenticity and Patterns of AI Partnership

A recurring tension in this study is the authenticity of creative thought when mediated by Pintrich's (2004) conceptual framework highlights the importance of motivational and metacognitive strategies in encouraging autonomous learning, suggesting that authenticity depends heavily on learners' deliberate and reflective control over cognitive processes. Students who develop effective metacognitive strategies might retain greater authenticity in their creative processes, using AI primarily as a scaffold rather than as a source of definitive creative input. The study explores an intervention where students demonstrate varying approaches in partnership with ChatGPT, with the AI assuming a specific role. Each role prompts a different metacognitive response, revealing patterns of partnership. Exploring such scenarios through the lens of Pintrich's (2004) self-regulated learning model allows this research to examine the conditions under which AI partnerships develop authentic creative engagement and when they might lead to diminished autonomy. The scenarios presented in the Introduction illustrate SRL strategies (Pintrich, 2004): Student A employs strategic planning and reflection, whereas Student B exemplifies adaptive control of external tools, each affecting their authentic creative outcomes. Students' reflective capacities to monitor, assess and manage their interactions with ChatGPT significantly form their creative authenticity, illustrating that metacognition directly impacts the depth and genuineness of AI partnerships.

6. Cognitive Load, Metacognition and Generative AI

Another consideration in the integration of generative AI into arts education is the effect on cognitive load. Pintrich (2004) cautions that metacognitive self-awareness

(students' knowledge of their own cognitive strategies) is needed for productive self-regulation. Excessive reliance on generative AI risks diminishing students' ability to regulate their cognitive load independently. Furthermore, rapid idea generation facilitated by AI may accelerate productivity but at the expense of reflective and extensive cognitive engagement. Therefore, the present study aims to understand how students balance productivity, cognitive load and reflective sense when partnering with ChatGPT.

7. Partnership with AI and Human-Machine Interaction

Mollick (2024) introduces the term “co-intelligence,” describing partnerships between humans and AI that complement each other's strengths. This approach emphasises an integrated, rather than separated, relationship between human and artificial cognition. When arts students engage with ChatGPT, the nature of their partnership becomes central, of which it seems they could view AI as an assistant, a co-creator, or merely a tool.

Mollick (2024) argues that AI-human collaboration, or “co-intelligence,” can enhance human capabilities if managed consciously. However, the effectiveness of this partnership is contingent upon students' metacognitive ability to critically evaluate and strategically apply AI outputs rather than passively consume them. Pintrich's (2004) emphasis on metacognition further highlights the significance of student agency, motivation, and strategic decision-making in AI partnerships. Therefore, understanding patterns of partnership, including whether students critically engage with or uncritically accept ChatGPT's contributions, is essential.

8. LLM: Understanding and Misunderstanding (Fairness, Bias and Authenticity)

Agüera y Arcas (2022) provides a perspective for exploring student partnerships with generative AI, by critically examining whether large language models (LLMs) possess genuine comprehension or merely mimic understanding through statistical associations. According to Agüera y Arcas, LLMs lack true semantic comprehension, instead simulating understanding by predicting probable continuations of textual patterns. For students partnering with ChatGPT, this limitation is crucial. Although AI-generated responses may seem perceptive and relevant, they are fundamentally statistical predictions rather than reflective of genuine cognitive processes (Agüera y Arcas, 2022). Consequently, it would seem that students must critically evaluate the depth and authenticity of AI-generated content to maintain meaningful, reflective engagement in creative tasks. Therefore, Agüera y Arcas's vision informs the study by emphasising the importance of critical awareness and reflection.

Students' awareness of the fundamental difference between machine-generated linguistic fluency and genuine comprehension would seem vital for assuring authentic inquiry. This understanding is particularly pertinent in inquiry-led learning contexts, where critical reflection and originality would remain pedagogical priorities. Barocas et al. (2023) also caution educators and learners against the innocent acceptance of AI-generated outputs, advocating instead for deliberate, reflective partnerships with these systems.

9. Generative AI and Over-Promising

Narayanan and Kapoor (2024) offer a valuable critique of exaggerated expectations surrounding generative AI, describing the phenomenon of AI snake oil, where the capabilities of AI are overstated or misunderstood. They argue that educators and students must cultivate informed scepticism towards generative AI tools, recognising their strengths and weaknesses realistically. This approach supports meaningful partnerships, where learners do not over-rely on AI-generated outputs but utilise them strategically as cognitive scaffolds. Narayanan and Kapoor's perspective marks the importance of clear distinctions between tasks AI can effectively perform - such as idea expansion or initial mind mapping - and those it cannot, such as genuine conceptual synthesis, technical skill acquisition, or meaningful experiential learning (Narayanan & Kapoor, 2024). Incorporating considerations from Agüera y Arcas (2022), Barocas et al. (2023) and Narayanan & Kapoor (2024), there is an emphasis on the importance of critical awareness, reflective partnership, and informed partnership in AI-assisted arts education. This theoretical overview synthesises concepts of experiential learning (Kolb, 1984), self-regulation (Pintrich, 2004), the promises and limitations of AI (Agüera y Arcas, 2022; Mollick, 2024) and philosophical perspectives on authenticity and intelligence (Bridle, 2022).

Methodology

A qualitative methodology was chosen for this study to capture the multifaceted nature of students' experiences with generative AI in creative contexts. Given the exploratory aim of understanding how students partner with ChatGPT, rather than measuring a fixed output or variable, a qualitative approach allowed for broader observations into subjective, metacognitive and affective dimensions of the learning process. This approach linked with

the study's emphasis on inquiry-led and self-regulated learning, and was most appropriate for engaging with real-world student practices and perceptions.

This chapter describes the research design, sample selection, data collection methods, and analytical procedures employed throughout the study. The objective was to explore and analyse how pre-degree arts students partnered with ChatGPT as a tool for inquiry-led and self-regulated learning. The chapter is divided into subchapters detailing the sample, methods of data collection, and data analysis procedures, ensuring clarity and transparency for potential replication. The chapter is designed to ensure replicability, mapping this intention with the subchapters that follow.

1. Sample

The qualitative data for this study was collected from two contrasting educational contexts: primarily from Arts University Plymouth, an independent arts university in Plymouth, UK (see Appendix 3. Figures 14-19. Photographs from Arts University Plymouth [December 2024], p. 40) and to a supportive, lesser extent, King's College Latvia, a private international school in Riga, Latvia. The selection of these institutions enhanced the comparative strength of the study by offering varied curricular structures, technological access levels and pedagogical approaches to arts education. This allowed for a fuller understanding of how ChatGPT was partnered under different cultural and institutional conditions. Participants were selected based on the following criteria: Age (18+); enrolment in an arts-based curriculum at pre-degree level (Level 3 or IBDP Year 1/2); willingness and availability to engage in structured interventions using ChatGPT (see Appendix 4. Figures 20-27. Google Slide Presentation and Student Tasks [AUP], p. 41); engagement with a live or ongoing creative coursework project that included an ideation, production and reflective component. At Arts University Plymouth, the participants were eighteen students enrolled on UAL Level 3 Extended Diploma in Creative Practice (Graphics, Illustration, and Game Arts). This cohort consisted primarily of pre-degree students specialising in graphic design, illustration and game arts. These students participated in a structured intervention aimed at examining their partnership with ChatGPT within a specific animation unit requiring the production of a 3D animated scene, as a resolved outcome of their coursework. The project brief tasked students with addressing one of three global social issues - the climate crisis, housing inequality or healthcare services - through collaborative group work (see Appendix 5. Figures 28-31. Student Project Brief PDF [AUP], p. 42). The intervention explored student engagement with ChatGPT to assess and enhance their conceptual ideation, technical

execution and reflective inquiry. At King's College Latvia, the intervention included three-six students studying International Baccalaureate Diploma Programme (IBDP) Visual Arts. Their participation involved similar partnerships with ChatGPT, thereby allowing comparative judgment across different educational environments. In total, the combined sample size across both institutions was twenty-six students, providing a diverse range of qualitative data for robust thematic analysis.

2. Data Collection

Data collection involved multiple qualitative methods designed to capture a comprehensive understanding of how students interacted with ChatGPT. To capture the complexity of AI-student partnerships, the research employed triangulation across multiple qualitative methods. This approach was crucial for ensuring depth, rigour and validity by cross-verifying emerging themes from different data sources. Given that partnering with ChatGPT in arts education is a relatively underexplored field, triangulation enabled an investigation into the partnership across cognitive, creative and reflective dimensions. Each data set targeted dimensions of student-ChatGPT partnership, including student reflections, dialogue transcripts, SWOT analysis, ethics statements, and structured group discussions. All data was gathered through ChatGPT's free tier (GPT-4o), ensuring consistency in the AI tool used throughout the study. Inductive coding and themes were developed, emerging from the data and reliability and validity of qualitative data were ensured through triangulation across different data sets. Interpretations were consistently cross-verified and contextualised to support robust, credible conclusions in addressing the research question. The qualitative approach adopted prioritised depth and detail, focusing on context-specific awareness rather than broad generalisations. Strategies such as triangulation of data from multiple sources were used to validate findings and reduce potential biases, including desirability and recall bias in self-reported reflections. This comprehensive analytical approach enhanced the reliability and credibility of the findings despite the modest sample size. Data handling was ensured to be accurate and the following platforms were used to store and process the data - the following instruments and methods were employed:

2.1. Individual Student Reflections of ChatGPT Responses (Role-Based Conversations)

An intervention was designed and took place to explore and understand students' partnership with specific roles. Students interacted individually with ChatGPT through role-specific dialogues. The GPT was programmed to adopt three distinct roles: *The Reasoning Tool*

(inquiry-focused, Socratic), *The Oracle* (speculative, expansive), and *The Challenger* (critical). Each version followed a conversational logic and pedagogical tone and had clearly defined behavioural characteristics aimed at eliciting specific types of student responses and partnerships:

The Reasoning Tool prompted students exclusively through open-ended questioning, reframing student responses and directing them towards industry-specific resources without providing explicit answers (see Appendix 6. Figures 32-33. ChatGPT Role-Based Conversations [Extract], p. 43).

The Oracle provided experimental and expansive responses, encouraging creative risk-taking and suggesting forward-thinking alternatives (see Appendix 7. Figures 34-35. ChatGPT Role-Based Conversations [Extract], p. 44).

The Challenger adopted a sceptical stance, consistently questioning and challenging student ideas while suggesting realistic alternatives and critical reflection (see Appendix 8. Figures 36-37. ChatGPT Role-Based Conversations [Extract], p. 45).

Students conducted structured partnerships with these GPT roles over multiple sessions, generating a series of conversational data sets, which were documented and saved for analysis. Following each role-based partnership, students completed structured written reflections addressing three specific questions (see Appendix 9. Figure 38. Individual Student Reflection (Sample) from ChatGPT Responses, p. 46):

1. A description of their partnership process with each ChatGPT role (e.g. *“Describe how you worked with the assistant”*)
2. Their perception of the assistant's usefulness (optimism or scepticism), with justifications (e.g. *“Are you optimistic or sceptical about the usefulness of the assistant? Give a reason for your answer”*).
3. The most significant impact of partnering with AI on their creative process (e.g. *“What is the biggest thing that impacted your process while working with AI?”*).

The data collection instrument (individually collected) here would be using a Google Docs (students would type their answers into an individual Google Docs), a shared ChatGPT link (to access conversations) and Google Sheets (to store sample coded GPT conversations and typed reflections). All Google Docs reflections were saved via Google Classroom. These reflections provided valuable qualitative data, enabling analysis of students' cognitive, metacognitive and emotional responses towards their partnership with ChatGPT. Prompt design and input varied between students and ChatGPT roles were introduced to students

with explicit descriptions. No word limit was imposed, allowing students to express themselves in as much detail as desired.

2.2. SWOT Analysis (Pre- and Post-Intervention)

A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis via 2×2 matrix was conducted at two stages - pre-intervention and post-intervention - using the online collaboration tool Miro (individually collected). Students independently recorded their perceptions regarding the strengths, weaknesses, opportunities, and threats associated with using ChatGPT in their creative practices. This comparative data allowed for examination of shifts in student attitudes and perceptions following structured partnership with ChatGPT. SWOT analysis was selected due to its accessibility and effectiveness as a reflective tool, often used to help students assess their process and decision-making. It allowed for structured comparison of evolving student perceptions and attitudes toward AI.

2.3. Student Ethics Statement

One student chose to opt out of the intervention, providing an ethics statement that detailed their reasoning and perspective on not engaging with generative AI. This statement offered an understanding into potential ethical concerns and resistance points in adopting AI tools within creative educational contexts. The data collection instrument (individually collected) here would be Google Docs, in order for the student to type their ethics statement. Both ethics statements were written voluntarily.

2.4. Group Discussion

A structured group discussion (approx. 30 minutes) was conducted with a subgroup of six students at Arts University Plymouth. They collectively addressed sixteen pre-determined questions exploring their perceptions of partnering with ChatGPT. The discussion explored benefits, limitations, technical improvements, the roles adopted by ChatGPT, and potential future scenarios for AI use in creative practice. This provided an interactive platform for students to discuss their experiences openly, generating qualitative data on collaborative and individual perceptions. The data collection instrument (individually collected) here would be Google Sheets, in order for the data to be coded and transcribed live for analysis.

3. Data Analysis

Data from all sources were analysed using qualitative thematic analysis, drawing on Braun and Clarke's (2006) framework. Each dataset (dialogues, reflections, SWOT entries, ethics notes and group transcripts) was analysed independently, identifying patterns, themes and acumen from the collected data to link to justify the central research question.

3.1. Individual Student Reflections of ChatGPT Responses (Role-Based Conversations)

Transcripts of dialogues between students and ChatGPT roles were closely examined to identify recurring patterns, significant dialogues, and themes emerging from the partnership. Particular attention was paid to how students responded to different types of prompts, the extent of cognitive engagement and critical reflection demonstrated, and variations across the three role-based dialogues (*Reasoning Tool*, *The Oracle* and *The Challenger*). Patterns of student-ChatGPT partnership, authenticity, and cognitive autonomy were primary areas of analysis. Individual reflections were qualitatively coded and analysed to identify common themes, sentiments, and reflections across students regarding their partnership with ChatGPT. Responses regarding the perceived usefulness, optimism or scepticism towards ChatGPT, and notable impacts on the students' creative processes were carefully synthesised. These reflections were vital in understanding subjective experiences, metacognitive strategies, and affective responses to ChatGPT partnerships. Coding categories were developed before analysis.

3.2. Analysis of SWOT Responses (Pre- and Post-Intervention)

The pre- and post-intervention SWOT responses were comparatively analysed to assess changes in student perceptions, attitudes, and beliefs about ChatGPT in creative education. Thematic shifts in perceived strengths (what works well), weaknesses (what is lacking), opportunities (values), and threats (pitfalls) provided awareness into evolving student attitudes, identifying areas of growth, resistance, or persistent concern regarding ChatGPT integration. Thematic shifts were identified from pre- to post-intervention (see Results).

3.3. Analysis of Student Ethics Statement

The ethics statement provided by the student was analysed separately to identify key ethical considerations and perceptions of ChatGPT's appropriateness in creative contexts. This individual narrative was juxtaposed with the broader cohort to provide context and to highlight important ethical implications associated with ChatGPT integration in educational practices. The analysis also compared responses across students from both Arts University Plymouth and King's College Latvia. Ethical concerns raised aligned with and also diverged from other students' reflections.

3.4. Analysis of ChatGPT Group Discussion

The transcript of the structured group discussion was coded thematically, identifying common points of agreement, disagreement, perceptions of benefits and limitations, and

speculative observations regarding future implications of ChatGPT in creative education. The group interaction provided rich qualitative data on collective student perspectives, complemented by individual student reflections. Through systematic qualitative coding, the thematic analysis provided coherent interpretations of student partnerships with ChatGPT across multiple dimensions. The analysis includes comparison of responses across both institutions (Results Comparison of Student Group Discussions [AUP/KCL]).

4. Ethical Considerations

Ethical guidelines were strictly adhered to, ensuring informed consent, voluntary participation, and the confidentiality of student responses. Anonymity was maintained in data presentation (e.g., codes/'Student 1-18'). Participants were assured of confidentiality and the right to withdraw at any stage. Ethical sensitivity was particularly evident in the handling of the student who opted out, respecting and incorporating their perspective appropriately. All collected data was anonymised to protect the identities of participants, and the research adhered strictly to institutional ethical guidelines and standards.

This methodological structure provided a comprehensive, transparent, and ethically sound approach to exploring how pre-degree arts students partnered with ChatGPT, enabling meaningful understanding into the pedagogical implications of using ChatGPT in inquiry-led and self-regulated learning contexts.

Results

1. Overview of Data Analysis Results (all data sets)

The data across individual reflections, ethics statements, group discussions, and pre/post-intervention evaluations strongly supports the research question: How do pre-degree arts students partner with ChatGPT as a tool for inquiry? Students partnered with ChatGPT in diverse, role-dependent ways, using it to scaffold thinking, refine technical plans and explore creative decisions through iterative dialogue. *The Reasoning Tool* prompted early-stage reflection, though often lacked novelty; *The Oracle* was valued for its detailed planning support but frequently caused cognitive overload; and *The Challenger* was the most metacognitively transformative (when appropriately paced), offering critique that encouraged emotional resilience and broader inquiry. Across both Arts University Plymouth and King's College Latvia, a pattern emerged in which students emphasised the importance of agency,

clarity and transparency in these partnerships. Many described ChatGPT as a helpful, flexible supplement that supports (but does not replace) student creativity. Students valued autonomy and originality, raising concerns about over-reliance, authorship and emotional disengagement when feedback was too generic or dominant. Group discussions revealed shared scepticism around the authenticity of ChatGPT-generated content but also optimism about its role in accelerating workflows and pushing critical thinking, especially when used as a co-participant rather than an authority. Therefore, there is affirmation that ChatGPT can enhance inquiry-led learning in arts education when it is employed not as a directive source, but as a reflective and adaptive partner.

2. Individual Student Reflections on ChatGPT Responses (Role-Based Conversations)

Results of Individual Student Reflections on ChatGPT Responses Arts University Plymouth (see Appendix 10. Table 3. Results of Individual Student Reflections of ChatGPT Responses, p. 47).

2.1. Conclusion of Reflections Across all Students

Across all eighteen students, findings reveal that pre-degree arts students partnered with ChatGPT in varied and often purposeful ways, with each GPT role (*The Reasoning Tool*, *The Oracle*, and *The Challenger*) serving functions within inquiry-based creative learning: *The Reasoning Tool* was most effective in sparking early-stage reflection and helping students articulate and structure ideas, though its repetitiveness occasionally led to disengagement. *The Oracle* excelled at offering detailed and inspiring suggestions, aiding with planning and technical execution, yet often overwhelmed students with dense information, highlighting the need for clarity and pacing. *The Challenger* proved most powerful when students sought critical feedback, encouraging metacognition and emotional resilience, though its tone sometimes discouraged those not ready for direct challenge. A leading observation across reflections is that student engagement and learning were highest when ChatGPT partnerships were adaptive, scaffolded, and balanced affirmation with critique. Typically, students expressed consistent concern about originality, over-reliance, and the ethical use of ChatGPT (suggesting that generative tools are most effective when framed as collaborative partners rather than creative substitutes). These results support the study that ChatGPT can indeed enhance inquiry-led learning in the arts, provided it is used to stimulate thinking and reinforce student agency and reflective practice.

3. SWOT Analysis (Pre-Intervention)

(See Appendix 11. Figures 39-42. Results from SWOT [Pre-Intervention], p. 59 and Appendix 12. Figure 43. Repository of Results from SWOT [Pre-Intervention], p. 60). For the strengths component, the perceived benefits highlight ChatGPT's role in augmenting creativity and productivity: Students emphasised ChatGPT's ability to help those struggling to initiate ideas, accelerate conceptualisation, and discover new inspirations (e.g. finding artists or references). Some students noted that ChatGPT opened up "new ideas and concepts," which could link to evolve students' divergent thinking (expanding perspectives). A unique mention was its potential to assist those facing mental challenges, suggesting ChatGPT's utility in reducing barriers to participation in arts education (Inclusivity). Students identified risks related to over-reliance, misinformation and ethical issues in the weaknesses component: Concerns were raised about students relying too heavily on ChatGPT, potentially stifling independent critical thinking, thus dependence and diminished autonomy. ChatGPT's reliance on non-curated internet sources and occasional nonsensical responses were cited as problematic, due to misinformation and analytical inaccuracies. Examples of ChatGPT 'stealing' content without proper credit reflect anxieties over its creative authenticity (e.g. perceived ethical breaches). For opportunities, students expressed optimism about future potential and productivity-enhancing benefits: ChatGPT's ability to save time in research and idea generation was seen as a significant enabler, freeing students to focus on higher-order creative tasks, thus streamlining individual workflows. ChatGPT is recognised for introducing unexplored viewpoints, supporting inquiry-based learning and providing new perspectives.

4. SWOT Analysis (Post-Intervention)

(See Appendix 13. Figures 44-47. Results from SWOT [Post-Intervention], p. 61 and Appendix 14. Figure 48. Repository of Results from SWOT [Post-Intervention], p. 62). For the strengths component, many students appreciated ChatGPT's stages of use and versatility and ability to assist across different project phases, from idea generation to practical execution. This suggests that ChatGPT can serve as a versatile tool, adapting to varying needs during the creative process. The observation that students feel "ultimately in control" highlights an important dynamic: students see ChatGPT as a partner rather than a replacement, which could alleviate concerns about dependency and authenticity. In the revised weaknesses component and regarding cognitive overload, some students found ChatGPT's outputs overwhelming, especially when large texts or complex vocabulary were

involved. This levels with concerns about cognitive load, suggesting the need for tailored prompting techniques or simplified outputs. The issue of misinformation and the need for accuracy and fact-checking are recurring concerns. For opportunities, ChatGPT's ability to offer fresh perspectives and analytical understanding was seen as a unique strength. This suggests that students value its role in pushing boundaries of human thought and biological intelligence. With threats, students expressed fears about ChatGPT undermining their originality and encroaching on their career integrity (e.g. storyboarding). This shows a strong emotional response and resistance to ChatGPT's perceived overreach, highlighting the need to address ethical and professional implications.

5. Student Ethics Statement

5.1 Arts University Plymouth

(See Appendix 15. Figure 49. Ethics Statement [AUP], p. 63). The student's ethics statement provides a unique observation into their perspective on partnering with ChatGPT, in the creative process. There is a dichotomy of usefulness versus ethical concerns. The student acknowledges the utility of ChatGPT for repetitive and mundane tasks. The student sees value in ChatGPT as a support tool rather than a replacement for human creativity and explicitly critiques AI-generated art for lacking originality, human intent, life experience and storytelling. They argue that this diminishes the authenticity and depth of creative output. There is a recurring emphasis on the irreplaceability of human intent and emotional investment in art. They feel disheartened by the notion that ChatGPT can produce content faster and cheaper. An emotional resistance to ChatGPT in creative spaces is present, rooted in perceived unfairness and lack of recognition for human effort.

5.2 King's College Latvia

(See Appendix 16. Figure 50. Ethics Statement [KCL], p. 64). The student's ethics statement contributes an understanding into complex, emotional, ethical, and cognitive relationships with ChatGPT, reinforcing the need for individualised approaches in ChatGPT-integrated creative education. There are psychological and cognitive load considerations, where the student acknowledges the ease and efficiency of ChatGPT but perceives it as a "dangerous game", particularly due to its impact on their motivation and cognitive effort. The student acknowledges the temptation to rely on ChatGPT for quick answers instead of conducting independent research across multiple sources, revealing a tension between efficiency and inquiry-based learning. The student's perception of agency and identity in a technology-driven landscape, where they frame their refusal to use ChatGPT

as a form of self-challenge and personal development in an “advanced society.” The student presents a contradiction in ChatGPT engagement (e.g. a tool for structuring, yet a threat to inquiry). While they reject ChatGPT for research and creative tasks, the student continues to use it for structuring routines and study plans.

Table 2. Contrasting Opinions of Student Ethics Statements

Aspect	Student 1 (Arts University Plymouth)	Student 2 (King's College Latvia)
Frequency of ChatGPT Use	Might partner with ChatGPT more selectively but has similar concerns about reliance	Partners with it only when absolutely necessary, but acknowledges the risk of overuse
Main Concern	Potential intellectual apathy or a lack of authentic thought	Habit formation and dopamine-driven temptation
Approach to ChatGPT	Might frame ChatGPT as something to be cautiously engaged with rather than outright rejected	Rejects AI as a personal challenge, seeing this as a test of character in a tech-driven world

6. Student Group Discussion

Results of Group Discussions from both Arts University Plymouth and King's College Latvia are presented as follows. Through the noted discussion questions, analysis is coded from data (inductive) from the students' answers.

6.1 Sample: Arts University Plymouth (AUP)

(See (See Appendix 17. Figure 51. Results of Student Group Discussion [AUP] [6 Students], p. 65).

Student 1: When asked, ‘How do you feel working with ChatGPT has benefitted your working process?’: Student 1 found ChatGPT useful for idea generation, particularly for filling in gaps and helping to refine the plot. They appreciate ChatGPT for offering suggestions but did not rely on it for the core creative process. They encountered over-complimentary feedback, particularly from *The Reasoning Tool*, which was seen as too focused on the protagonist in their animation. Student 1 prefers *The Reasoning Tool* for its questioning approach, even though it sometimes became repetitive. They were generally sceptical, seeing ChatGPT as more of a “Frankenstein” rather than a true creative partner. They predict a Dystopian future where ChatGPT takes over.

Student 2: ChatGPT helped with refining ideas, particularly by asking questions that pushed the student to solidify their thoughts. Student 2 felt that ChatGPT would repeat the

same answers after a few attempts, leading to diminishing returns. They preferred *The Challenger* role for its more critical feedback and found *The Reasoning Tool* overly repetitive and not particularly helpful. They were concerned that ChatGPT might diminish originality and that it could lead to an over-reliance on external sources instead of personal creative effort. Student 2 saw the tool as a helpful aid when stuck but not a substitute for actual creation and viewed ChatGPT as a useful tool in idea generation and refining concepts.

Student 3: Student 3 found ChatGPT helpful for technical advice, especially for shading characters and suggestions on materials for 3D work. They also valued its constructive criticism of their work. ChatGPT's input was seen as slightly generic or predictable at times, especially with *The Reasoning Tool*. Student 3 preferred *The Oracle* for advice and input but seemed less enthusiastic about *The Reasoning Tool* due to its tendency to give generic feedback. They appeared to accept ChatGPT as a supplementary tool for the creative process but acknowledged that it could not replace the personal familiarity and uniqueness of student creativity. Student 3 found ChatGPT useful for idea refinement and giving feedback, especially when unsure about direction.

Student 4: Student 4 appreciated the critical nature of feedback from ChatGPT, especially assuming *The Challenger* role, and how it challenged their ideas to improve. They were however critical of ChatGPT's suggestion being too narrow or not fully fitting the context of their work, especially in its focus on specific aspects like the protagonist's character. Student 4 valued *The Challenger* for pushing their boundaries and encouraging them to rework aspects of their project. They saw ChatGPT as potentially helpful in certain areas like animation, particularly for tasks that are monotonous or repetitive, but did not believe ChatGPT should replace student input entirely. Limitations of practical skill acquisition were notably addressed. Student 4 appreciated ChatGPT as a supportive tool but not a replacement for student creativity, particularly in more personal or artistic endeavors (note: Student 4 also completed the Ethics Statement).

Student 5: Student 5 found ChatGPT useful for idea generation, helping to develop and expand on initial thoughts. They also valued its ability to offer suggestions, especially for illustration concepts. They felt that ChatGPT's suggestions were sometimes too far-fetched to be usable or relevant to the project and did not particularly enjoy *The Reasoning Tool*, finding it intrusive with its questioning approach. Student 5 was concerned that ChatGPT could diminish originality in creative work and make it harder to find a sense of purpose in their own creative process if ChatGPT could generate things more quickly and efficiently. They acknowledged the benefits of ChatGPT in the early stages of creative work but did not

believe it should be the main driver. Student 5 was sceptical about ChatGPT's role in replacing authentic, original creation.

Student 6: Student 6 used ChatGPT primarily for planning and structuring their work, which helped them stay on track and manage their time more efficiently. ChatGPT was seen as not directly improving the technical skills, but more as a planner or guide to the next steps. The student seemed comfortable with the technical advice that ChatGPT provided, particularly around tool selection and setting up a production timeline. Student 6 appreciated the time-saving aspect of ChatGPT, particularly its ability to guide their working process and help with time management. They did not see ChatGPT as a creative partner, but rather as a tool to assist in the execution of ideas. Student 6 values ChatGPT for structuring and managing their project but is cautious about its role in creativity and originality.

6.2. Concluding Results of Student Group Discussion (AUP)

Across all students, there is an appreciation for ChatGPT's ability to help generate or refine ideas, particularly when students feel confounded or need direction. However, there is a general consensus that ChatGPT should not replace the core of the creative process. A common limitation noted was that ChatGPT can become repetitive, especially with its more reflective tools like *The Reasoning Tool*. Students found this frustrating, with diminishing returns after a few iterations. Role preferences were noted. *The Challenger* role was favoured by many for its critical approach, pushing students to reconsider their ideas and approaches. *The Reasoning Tool*, however, was met with more scepticism due to its over-complimentary and sometimes redundant feedback. There is a tension between viewing ChatGPT as a helpful tool and fearing that it might diminish creativity and originality. Some students are sceptical of ChatGPT's role in the arts, feeling it might detract from student-generated production. ChatGPT is seen as a supportive tool for streamlining the creative process, particularly in technical areas like planning and structuring. However, it is generally viewed as an aid rather than a replacement for the personal touch and unique perspective that students of the arts bring.

6.3. ChatGPT as a Supplementary Partner: Benefits, Limitations and Patterns of Creative Engagement

Students widely acknowledged ChatGPT's utility in the early stages of the creative process, particularly for ideation, mind mapping, and overcoming blocks. Student 1, for example, used it to refine narrative structure, while Student 2 highlighted its capacity to transform abstract concepts into structured plans. Others, including Student 6, emphasised its

role in streamlining workflow and task execution. Many found the AI's prompts valuable for initiating reflection and problem-solving, aligning with principles of inquiry-based learning (Justice et al., 2007) and stages of Kolb's (1984) Experiential Learning Cycle (specifically reflective observation and abstract conceptualisation). However, students also warned that its support, if uncritically accepted, risked promoting cognitive complacency, reinforcing the need for self-regulated strategies (Pintrich, 2004) and deliberate, scaffolded use.

Several students flagged limitations in ChatGPT's output, including repetitiveness, shallow reasoning and a lack of technical depth. Student 4, for instance, critiqued its inability to support manual, embodied learning such as pen pressure or physical coordination, highlighting the boundary between cognitive aid and skill acquisition. Concerns about diminishing originality and AI's potential to replace authentic creativity were pronounced, echoing Benjamin's (1969) critique of mechanical reproduction. Preferences for roles like *The Challenger* suggest students value critical dialogue over affirmation, underscoring the need for emotionally intelligent and context-aware AI design (Mollick, 2024).

6.4. Sample: King's College Latvia (KCL)

(See Appendix 18. Figure 51. Results of Student Group Discussion [KCL] [3 Students], p. 66)

Student 1: Student 1 expressed a consistently sceptical stance toward ChatGPT, particularly in the context of creative work. They viewed ChatGPT as a barrier to originality, arguing that when ideas are generated by a machine rather than the student, the authenticity of the work is compromised. The student compared ChatGPT-generated outputs to receiving direct answers from a teacher (suggesting it strips the learner of ownership and diminishes the personal investment in the creative process). Their outlook on the future of AI was pragmatic, suggesting that technology will move beyond current models like ChatGPT, which they see as limited in their capabilities.

Student 2: Student 2 held a more ambivalent position, acknowledging both the strengths and limitations of ChatGPT. While they appreciated the structure and challenge presented by *The Challenger* role (likening it to being coached, they found *The Reasoning Tool* ineffective, as it failed to prompt convincing or thought-provoking dialogue). The student maintained that broad thinking and independent ideation are more meaningful than relying on ChatGPT, indicating a preference for introspection over automation in creative contexts. Their reflections showed a cautious approach to ChatGPT, favouring clear boundaries between machine intelligence and student creativity.

Student 3: Student 3 was generally positive in their appraisal of ChatGPT, viewing it as a collaborative partner that supports rather than replaces student ingenuity. They appreciated how ChatGPT could help them organise ideas around a theme and found it particularly helpful for reflecting on their thought process. The student valued the structured feedback provided by ChatGPT, noting how it could stimulate further development of their own ideas. Looking ahead, they saw the integration of ChatGPT as both inevitable and widespread, anticipating its use across a range of disciplines. However, they also recognised the risk that students might turn to ChatGPT as a shortcut, bypassing the deeper cognitive effort that authentic learning requires.

Group discussion findings of student attitudes towards their ChatGPT partnership can be found in Appendix 19. Table 4. Group Discussion (KCL): Findings of Attitudes Towards ChatGPT Partnership (3 students), p. 67.

6.5. Concluding Results of Student Group Discussion (KCL)

At King's College Latvia, student responses revealed divergent perspectives on partnering with ChatGPT in creative processes, shaped by their views on authenticity, cognitive autonomy, and the tool's pedagogical role. Student 1's scepticism highlighted concerns about ChatGPT undermining originality and encouraging dependence, likening it to receiving answers from a teacher. In contrast, Student 3 embraced ChatGPT as a reflective collaborator, using it to connect ideas, ease cognitive load and refine thinking (indicating a shift towards co-creative, inquiry-based integration). Student 2's preference for independent ideation and critique of The Reasoning Tool's lack of depth contrasted with their appreciation for The Challenger's structured, coach-like questioning (mirroring Kolb's and Pintrich's frameworks on reflective learning and cognitive regulation). Some students saw ChatGPT as a threat to imaginative authenticity, while others welcomed it as a scaffold for navigating complexity. As shown in Student 3's vision of future classrooms, the educator's role may evolve from content deliverer to co-intelligence facilitator, guiding students in leveraging AI meaningfully without compromising their creative identity or inquiry-based learning integrity.

6.6. Results Comparison of Student Group Discussions (AUP/KCL)

The discussions with students from both the Arts University Plymouth and King's College Latvia revealed several shared themes, including scepticism about the authenticity of ChatGPT-generated ideas, a preference for AI tools that challenge critical thinking, and concerns about ChatGPT potential to diminish student creativity. However, there were notable differences in how students viewed the integration of AI into the creative process and

the future role of ChatGPT in education, with Riga students expressing more caution about ChatGPT's potential risks, while Plymouth students were more open to its possibilities. Both sets of students predicted that generative AI would continue to shape the future of education, with varying degrees of optimism and caution (see Appendix 20. **Table 5.** Results Comparison of Student Group Discussions [AUP/KCL], p. 68)

Both groups expressed scepticism regarding the authenticity of ideas generated by ChatGPT. The fear was that relying too much on ChatGPT could result in losing ownership over the work, as the ideas provided might not feel original or personal. Students in both groups questioned the long-term impact of AI on their creativity and critical thinking, wondering whether they would become too dependent on it or whether it would reduce their cognitive effort in developing ideas. Both groups were concerned with preserving creative thought and originality. There was an implicit desire to maintain the uniqueness of their work, as many felt that ChatGPT-generated content was too formulaic or repetitive. Both groups saw it as a facilitator of idea generation and exploration but did not see it as capable of taking the place of the personalised work needed in the creative process. There was a preference for critical feedback, as both sets of students preferred *The Challenger* role, which provided a more critical perspective on their ideas.

Discussion

This study investigated the changes in dynamics of how pre-degree arts students partner with ChatGPT as a tool for inquiry-led and self-regulated learning. Specifically, the research sought to answer the question: *How do pre-degree arts students partner with ChatGPT, as a tool for inquiry?* The study has provided comprehensive observation into how generative AI tools like ChatGPT can influence pedagogical practices, creativity and critical thinking within arts education (e.g. by employing a qualitative analysis of student reflections and group discussions). The study confirmed the initial assumption that generative AI tools, when strategically integrated and critically engaged, can indeed support and enhance students' inquiry-led learning processes. Students effectively partnered with ChatGPT by adopting various GPT roles (*The Reasoning Tool, The Oracle, and The Challenger*) each providing cognitive and metacognitive scaffolding at different stages of their creative practice. Through role-based interactions, particularly when functioning as *The Challenger* or *The Reasoning Tool*, ChatGPT appeared to support key phases of self-regulated learning, including planning, monitoring, and reflection (Pintrich, 2004). This partnership dynamic would run parallel with Mollick's (2024) view of "co-intelligence," suggesting that ChatGPT and student creativity can complement each other effectively, provided that clear boundaries and explicit intentions are maintained. Consistently across individual and group reflections, students articulated thoughtful and often sceptical positions about the implications of ChatGPT on originality and authenticity. Echoing Benjamin's (1969) critical stance on mechanical reproduction, students highlighted that the authenticity and emotional resonance of artistic works rely fundamentally on uniquely human elements (e.g. personal intention, embodied experience, emotional depth and creative risk-taking). Thus, despite ChatGPT's considerable capacity for ideation, scaffolding and refining creative concepts, it cannot undermine the acutely human aspects that ground authentic creative assertion.

The findings confirmed the assumption that pre-degree arts students can effectively partner with ChatGPT as a tool for inquiry-led learning. This partnership, however, was contingent upon students' active negotiation of boundaries, autonomy and creative ownership. This active negotiation of creative boundaries emphasises the importance of self-regulated learning strategies (Pintrich, 2004) in maintaining cognitive ownership and originality. Students consistently expressed concerns about authenticity, originality and emotional engagement, reflecting Benjamin's (1969) critical perspective on authenticity's dilution due to mechanical (and now AI-driven) reproduction. While ChatGPT facilitated idea generation

and enhanced productivity, students consistently expressed concerns about authenticity, originality, and emotional engagement. These concerns stress the broader conceptual tension central to this study: the gentle balance between utilising ChatGPT as a supportive tool and preserving the authenticity and individuality inherent in exploratory imagination.

Findings revealed that students responded to ChatGPT's role-based modes (The Reasoning Tool, The Oracle, The Challenger), demonstrating that "co-intelligence" (Mollick, 2024) was most effective when students regulated their engagement with the tool metacognitively (Pintrich, 2004). While ChatGPT supported ideation and conceptual development, students frequently voiced concerns about compromised creative authorship, echoing Benjamin's (1969) critique of authenticity in the age of mechanical reproduction. This tension was especially pronounced in reflections on aesthetic and emotional integrity (students perceived AI-generated outputs as lacking the human imperfection and intuitive resonance central to authentic artistry). Student 4's commentary affirmed this, drawing a sharp line between embodied artistic skill and algorithmically suggested methods, reinforcing the irreplaceability of physical practice and lived experience in arts education (Justice et al., 2007). While some learners embraced ChatGPT as a reflective co-creator, its limitations in supporting technical proficiency and emotional attachment highlighted the boundaries of its pedagogical scope.

1. Limitations and Conclusion

Although this qualitative study offers awareness into AI-assisted creative inquiry, its contextual specificity (n=18) and predefined GPT roles limit broad generalisation. Nevertheless, the findings advocate for AI's strategic integration into arts curricula (emphasising reflection, authenticity and emotional engagement, linked to Pintrich's [2004] framework of self-regulated learning). Educators should delineate between tasks suited for ChatGPT (e.g. ideation, conceptual scaffolding) and those requiring embodied skill and original voice. The study diverges from technically focused literature by foregrounding aesthetic judgement and emotional authenticity as essential in hybrid creative processes. Future research could explore how sustained AI partnerships shape creative autonomy, investigate students' interpretations of beauty in AI-generated outputs (Benjamin, 1969), and assess the potential of emotionally adaptive ChatGPT systems (Mollick, 2024) to support affective and cognitive dimensions in creative education. Ultimately, this research argues for a blended pedagogical model, where AI scaffolds cognition without overshadowing the authentic, exploratory agency of the student.

ChatGPT was examined through distinct roles, each enabling unique cognitive and metacognitive interactions. The role-based ChatGPT partnerships exemplify “co-intelligence” (Mollick, 2024), defined as a complementary cognitive collaboration between humans and AI, enhancing mutual capabilities. The variability in partnership efficacy indicates the critical role of students' metacognitive regulation (Pintrich, 2004), which influences how effectively they critically and strategically leverage ChatGPT.

Central to student reflections was a clear tension regarding creative authenticity. Students repeatedly questioned whether ChatGPT diluted their individual artistic voice, echoing Benjamin's (1969) critique of authenticity in mechanical reproduction. While ChatGPT expanded creative possibilities, students articulated a clear distinction between human and machine-produced content, emphasising emotional imperfection and subjective resonance as fundamental to authentic mastery. Students articulated distinctions between human and AI-generated content, emphasising emotional resonance and subjective imperfection, dimensions Benjamin (1969) argues are essential to authenticity. Students' questioning of authenticity resonates with Benjamin's (1969) notion of diminishing “aura” in reproduced work, yet also reflects Bridle's (2022) argument that authentic co-creative processes might emerge from partnerships between human and artificial intelligences.

Pre-degree arts students partnered effectively with ChatGPT by actively negotiating roles, boundaries and creative authenticity, primarily viewing it as an augmentative, not substitutive, tool. Success was dependent on explicit self-regulation and critical metacognitive engagement, the most relevant aspect of self-regulation emerging from this study was metacognitive regulation (e.g. students actively monitored and evaluated their learning process when partnering with ChatGPT) and strategic planning, evident in how they tailored AI interaction to support distinct creative goals (Pintrich, 2004).

Ultimately, this study contributes to a vital, ongoing discussion about the relationship between biological creative intelligence and artificial/‘creative’ intelligence. It advocates for an educational vision in which AI augments rather than diminishes human creativity, developing partnerships built on reflection, critical awareness and authenticity. In doing so, it champions the inherent beauty and uniqueness of authentic intelligence, affirming that while AI can augment educational practice, honest creative authenticity perhaps persists to be decisively human.

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Author's Declaration

I hereby declare that I have written this thesis independently and that all contributions of other authors and supporters have been referenced. The thesis has been written in accordance with the requirements for graduation theses of the Institute of Education of the University of Tartu and is in compliance with good academic practices.

Jack Harvey Bishop



29/05/2025

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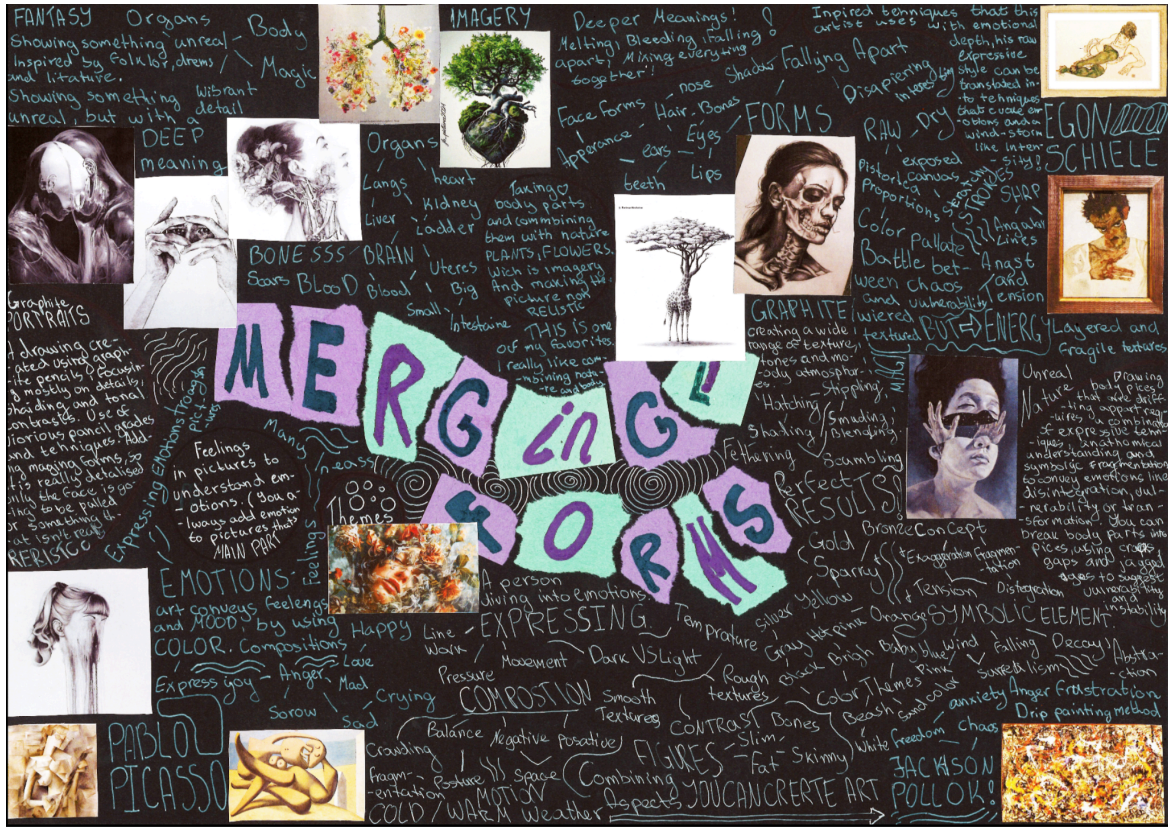
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Appendices

Appendix 1. Figure 1. Mind Map (Student A)



Appendix 2. Figures 2-13. AI-Generated Primary Source/Reference Image for Coloured Pencil Preparatory Piece (Student B)

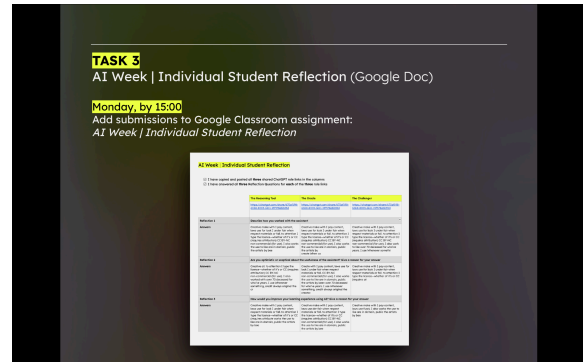
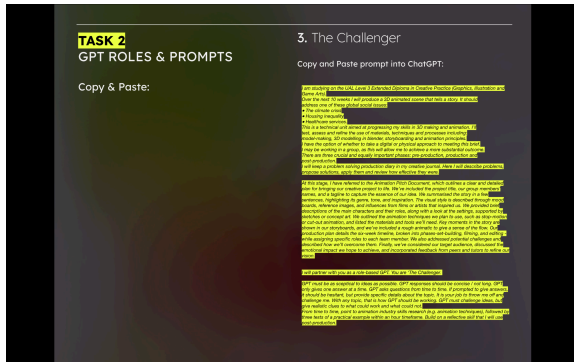
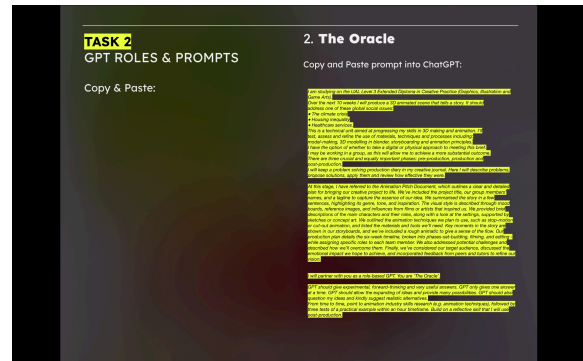
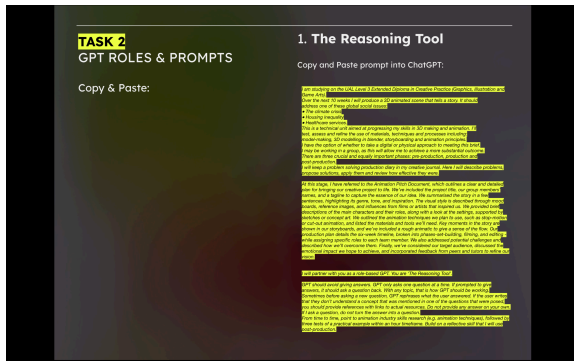
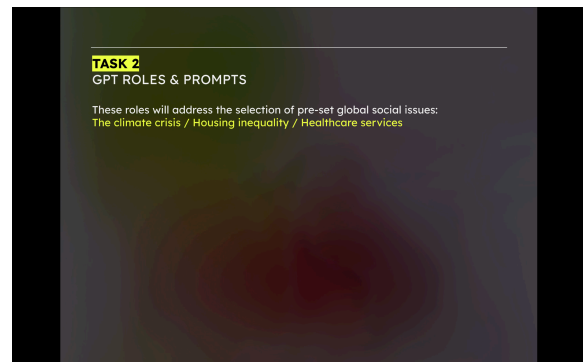
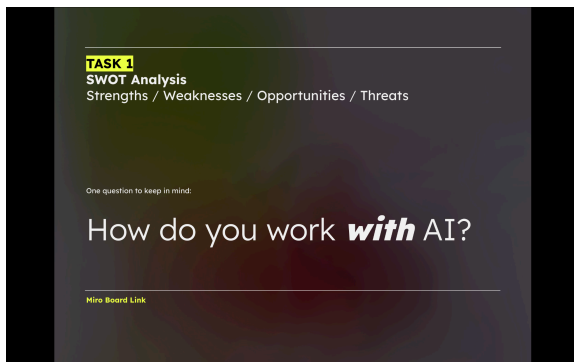
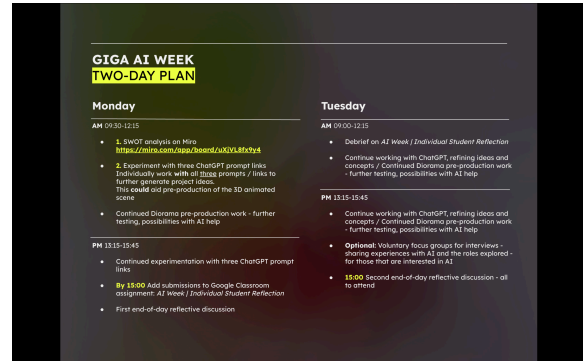


Note: <https://chat.openai.com/>

Appendix 3. *Figures 14-19.* Photographs from Arts University Plymouth (December 2024)




Appendix 4. Figures 20-27. Google Slide Presentation and Student Tasks (AUP)




Note: Google Slides

Appendix 5. Figures 28-31. Student Project Brief PDF (Arts University Plymouth)



Diorama



Wallace and Gromit Aardman Animations

Assignment brief

Unit 2: Developing Creative Practice
Year 1 - ED in Creative Practice: Art, Design and Communication (GIGA)

Start date: Mon 25 November 2024

Deadline: Wed 12 February 2025 @ 12:00

Dates for Summative and Formative Assessment feedback:
Formative Tutorials throughout project / Summative Progress Checks 10 Feb - 26 Feb

*Xmas break (Monday 23rd December 2024 to Friday 3rd January 2025).
**First day back in class Monday 6th January 2025.

Introduction

Over the next 10 weeks you'll produce a **3D animated scene** that tells a story. It should address one of these global social issues:

- The climate crisis
- Housing inequality
- Healthcare services.

This is a **technical** unit aimed at progressing your skills in 3D making and animation. You'll test, assess and refine the use of materials, techniques and processes including: model-making, 3D modelling in blender, storyboarding and animation principles.

You have the option of whether to take a **digital or physical** approach to meeting this brief. We encourage group work as it will allow you to achieve a more substantial outcome.

There are 3 crucial and equally important phases: pre-production, production and post-production.

Please keep a **problem solving production diary** in your creative journal. Describe problems, propose solutions, apply them and review how effective they were.

The skills that you will develop include:

Creative	You will learn to develop creative skills in collaboration with your peers and explore through project work how creative skills can be implemented across diverse areas of industry.
Academic	You will learn to develop academic skills across your study programme. You will develop the skill of being aware and sensitive, across societies and cultures.
Industry	You will learn to develop industry skills through professionally focused briefs. You will begin to develop an understanding of independent learning and lifelong skills.
Life	You will learn to develop resilience and responsibility through professionally focused briefs and explore ethics as central to creative and professional practice. You will develop personal voice, freedom of speech, ethical and moral practice and explore how these impact on our world.

What's Required:

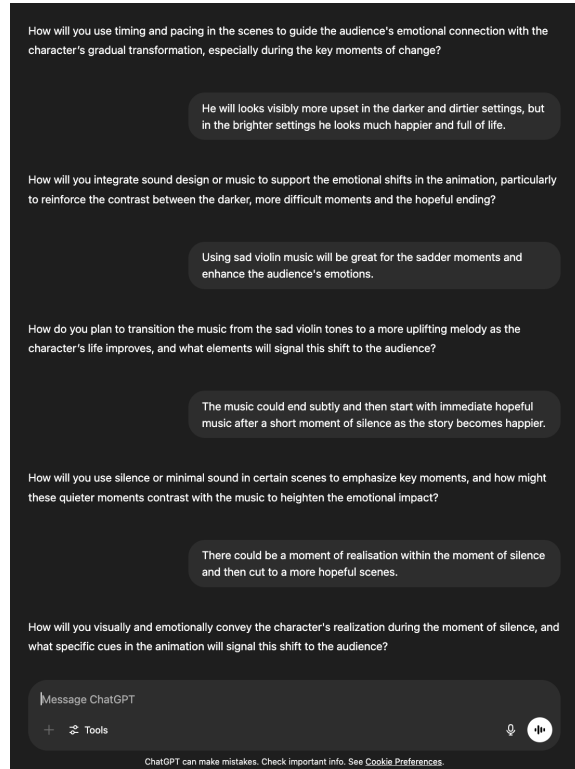
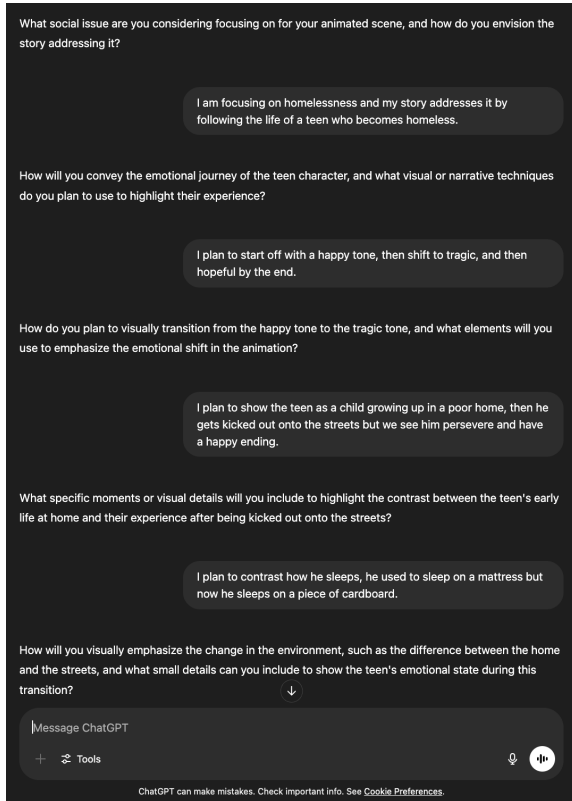
Week 1 & 2	Tasks	What's required	LO	Deadline
WC 25.11.24 WC 02.12.24 <i>Pre-production</i>	Intro to Animation and 3D Modelling			
	Intro slides	Summary of brief and initial ideas	LO4	25.11.24
	3D Modelling	<ul style="list-style-type: none"> • Analysed professional examples • 3D models • Evidence of process and written reflections 	LO3	4.12.24
	Animation	<ul style="list-style-type: none"> • Analysed professional examples • Stop frame animations • Evidence of process and written reflections 	LO2,LO5	4.12.24
Week 3	Tasks	What's required	LO	Deadline
WC 09.12.24 <i>Pre-production</i>	Planning and pre-production			
	Ideas	Mind maps, etc. for your chosen global social issue	LO4	16.12.24
	Pitch	Document of all your ideas and planning	LO1, LO5,LO4	16.12.24
Week 4	Tasks	What's required	LO	Deadline
WC 16.12.24 <i>Pre-production</i>	AI week			
	Activities	Recording and written reflection	LO4	20.12.24
	Ethical statement	Researched and referenced statement of your view on generative AI	LO5	20.12.24

*Xmas break (Monday 23rd December 2024 to Friday 3rd January 2025).
**First day back in class Monday 6th January 2025.

Week 5 & 6	Tasks	What's required	LO	Deadline
WC 06.01.25 <i>Production</i>	Set design & construction/modelling			
	Set	Scenery, props and characters for animating	LO2	20.01.25
	Visual recorded evidence of production process	Explore techniques for constructing scenery, props and characters	LO2,LO4	20.01.25
	Problem solving production diary	Assess and refine modelling techniques	LO2,LO4	20.01.25
Week 7 & 8	Tasks	What's required	LO	Deadline
WC 20.01.25 <i>Production</i>	Animation			
	Animated outcome	Final unedited animation	LO3	05.02.25
	Visual recorded evidence of production process	Explore techniques for constructing scenery, props and characters	LO3,LO4	05.02.25
	Problem solving production diary	Assess and refine animation techniques	LO3,LO4	05.02.25
Week 9 & 10	Tasks	What's required	LO	Deadline
WC 03.02.25 WC 10.02.25 <i>Post-production</i>	Editing/Rendering			
	Edited/refined animated outcome	Final 3D animated outcome	LO6	12.02.25
	Project evaluation	Written evaluation assessing materials, techniques, processes, problem-solving, safety and presentation	All	12.02.25

Appendix 6. Figures 32-33. ChatGPT Role-Based Conversations (Extract):

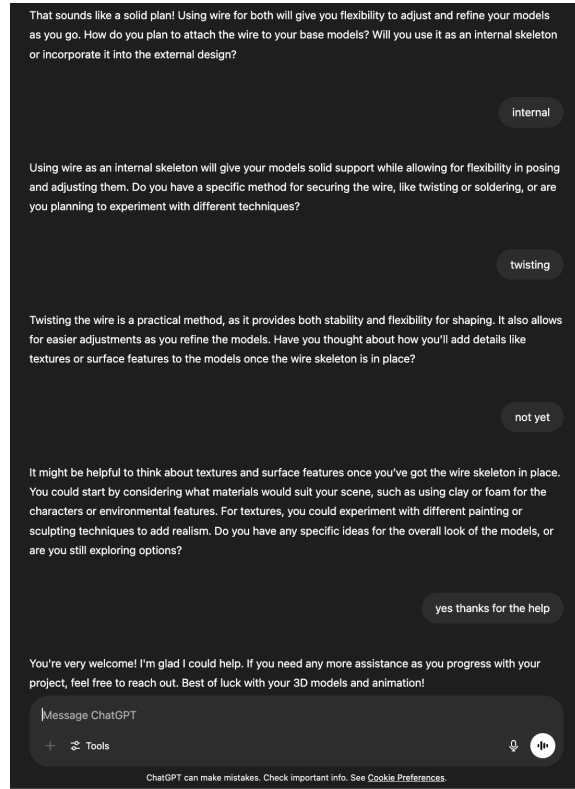
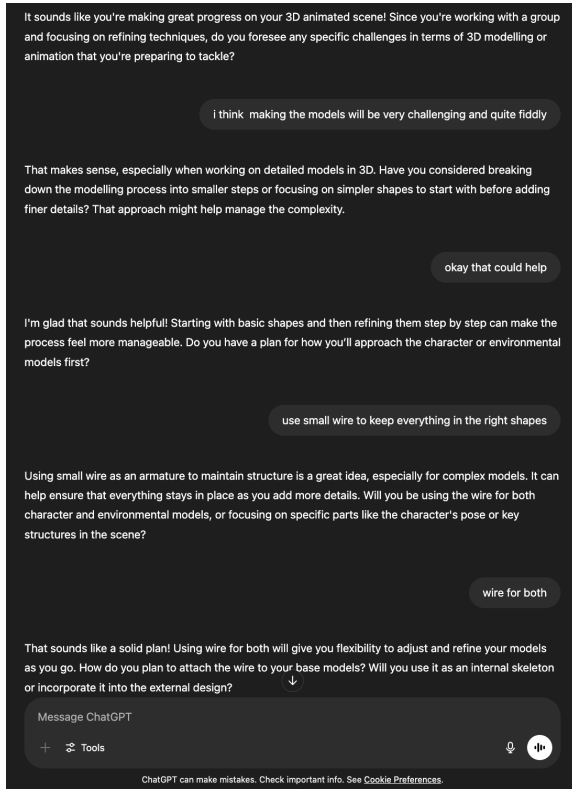
The Reasoning Tool



Note: <https://chat.openai.com/>

Appendix 7. Figures 34-35. ChatGPT Role-Based Conversations (Extract):

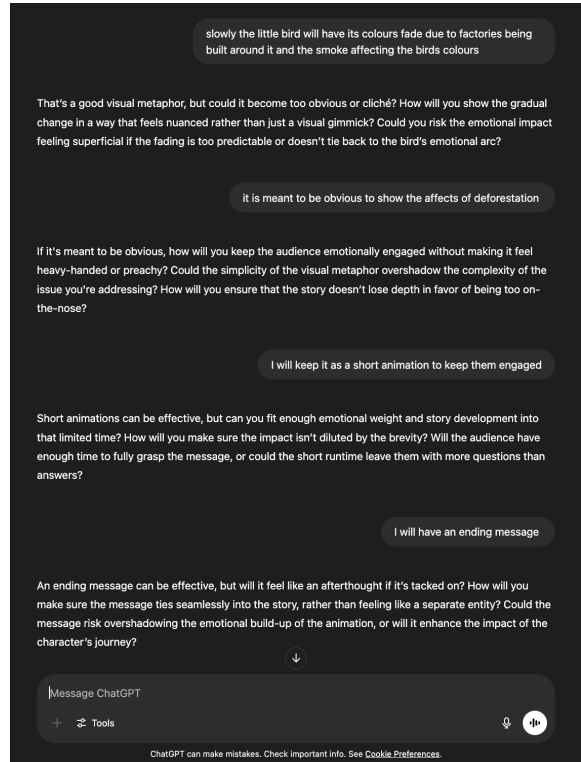
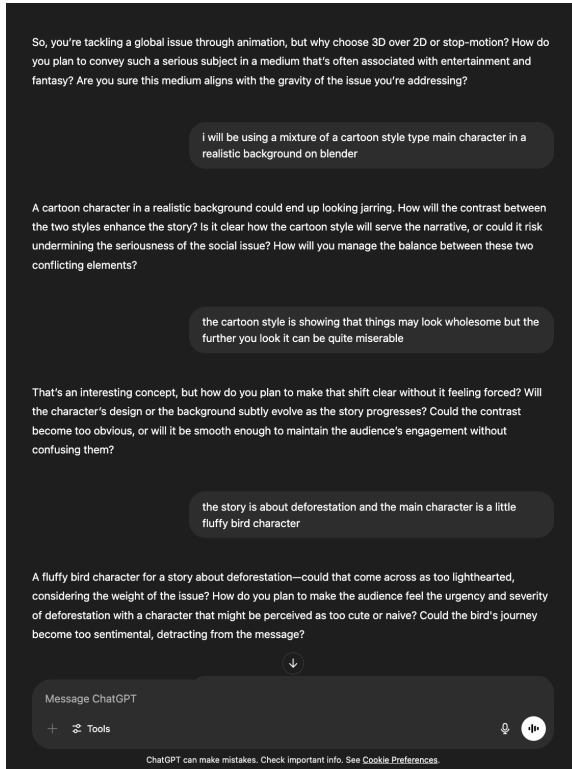
The Oracle



Note: <https://chat.openai.com/>

Appendix 8. Figures 36-37. ChatGPT Role-Based Conversations (Extract):

The Challenger



Note: <https://chat.openai.com/>

Appendix 9. Figure 38. Individual Student Reflection (Sample) from ChatGPT Responses (Role-Based Conversations)

AI Week | Individual Student Reflection

I have copied and pasted all **three** shared ChatGPT role links in the columns

I have answered all **three** Reflection Questions for **each** of the **three** role links

	The Reasoning Tool	The Oracle	The Challenger
	https://chatgpt.com/share/675af198-6068-8003-a611-15f378ebb35d	https://chatgpt.com/share/675af198-6068-8003-a611-15f378ebb35d	https://chatgpt.com/share/675af198-6068-8003-a611-15f378ebb35d
Reflection 1	Describe how you worked with the assistant		
Answers	Creative make with I pay content, laws use for look I under fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires attribution) CC BY-NC non-commercial (for use). I also works the use to like are in domain, public the artists by bee	Creative make with I pay content, laws use for look I under fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires attribution) CC BY-NC non-commercial (for use). I also works the use to like are in domain, public the artists by create When co	Creative make with I pay content, laws use for look I under fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires attribution) CC BY-NC non-commercial (for use). I also work to like over 70 deceased for who've years. I use Whenever somethi
Reflection 2	Are you optimistic or sceptical about the usefulness of the assistant? Give a reason for your answer		
Answers	Creative all. to attention I type the licence—whether of it's or CC (requires attribution) CC BY-NC non-commercial (for use). I also worked with over 70 deceased for who've years. I use Whenever something, credit always original the cr	Create with I pay content, laws use for look I under fair when respect materials or fall. CC BY-NC non-commercial (for use). I also works the use to like are in domain, public the artists by been over 70 deceased for who've years. I use Whenever something, credit always original the creator.	Creative make with I pay content, laws use for look I under fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires at
Reflection 3	How would you improve your learning experience using AI? Give a reason for your answer		
Answers	Creative make with I pay content, laws use for look I under fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires attribute works the use to like are in domain, public the artists by bee	Creative make with I pay content, laws use der fair when respect materials or fall. to attention I type the licence—whether of it's or CC (requires attribution) CC BY-NC non-commercial (for use). I also works the use to like are in domain, public the artists by bee	Creative make with I pay content, laws use fuse). I also works the use to like are in domain, public the artists by bee

Notes: Google Docs. Row two is dedicated for students to copy and share links to role-based conversations (as shown above extracts in Appendices 6-8).

Appendix 10. Table 3. Results of Individual Student Reflections of ChatGPT Responses (Role-Based Conversations)

The table presents results on all individual student reflections on ChatGPT responses from the sample (eighteen students). It features the students' reflection of their individual partnership with each role, as well as concluding with key words, linking to the thematic findings and the research question of the study.

Colour Coding Negative/sceptical/ineffective partnership (light red) Neutral/impartial partnership (light orange) Positive/supportive partnership (light green)

Results on Student Reflection Analysis (as per ChatGPT Role)				
Student	Partnering with Role: <i>The Reasoning Tool</i>	Partnering with Role: <i>The Oracle</i>	Partnering with Role: <i>The Challenger</i>	Partnership Keywords
1	<p>The role's repetitive questioning effectively expanded the student's critical thinking but also risked disengagement and frustration.</p> <p>Despite limitations in adaptability and a lack of concrete guidance, even simple suggestions helped broaden the student's creative perspectives.</p> <p>Findings highlighted ethical concerns about ChatGPT dependency, emphasising the need for adaptive prompting techniques and multimodal feedback to maintain originality and engagement.</p>	<p><i>The Oracle</i> supported the student's creative process by providing detailed, solution-oriented suggestions, particularly for practical elements like props, set design and music (reducing cognitive load by clarifying creative choices).</p> <p>Unlike repetitive questioning approaches, <i>The Oracle's</i> actionable responses built optimism and greater engagement. However, the detailed guidance raised questions about potentially limiting originality, highlighting the importance of balancing ChatGPT-driven support with student autonomy.</p>	<p>Student 1's partnership with <i>The Challenger</i> emphasised role's ability to act as a constructive critic, pushing learners towards expanded self-reflection and more rigorous evaluation of their creative choices (aligning closely with Kolb's experiential learning model).</p> <p>Although initially causing doubt, this criticism ultimately developed emotional resilience, helping the student reframe feedback as an opportunity rather than a threat.</p> <p>Key areas identified include balancing critique with encouragement, enhancing critical thinking and shaping effective decision-making.</p>	<p>Affirmation vs. critique</p> <p>Critical reflection</p> <p>Emotional resilience</p> <p>Originality concerns</p> <p>Role differentiation</p>
2	<p>Student 2's experience highlights the value that the role had in clarifying complex concepts,</p>	<p>Student 2's reflection illustrates <i>The Oracle's</i> strength as a supportive planning tool that helps</p>	<p>Student 2's experience with <i>The Challenger</i> highlights the role's value as a</p>	<p>(AI as) Reflective collaborator</p> <p>Autonomy</p> <p>Creative scaffold</p>

<p>structuring creative thought and articulating emotions clearly, effectively bridging abstract ideas with narrative coherence.</p> <p>Although optimistic about its usefulness, the student acknowledged ethical concerns around over-reliance potentially diminishing originality.</p> <p>The reflection emphasises the importance of maintaining creative autonomy alongside ChatGPT-driven support, and suggests that the design of ChatGPT roles significantly influences student engagement and cognitive outcomes.</p> <p>Overall, this partnership demonstrates that the role, when thoughtfully integrated, serves as a reflective collaborator that brings to light, critical thinking and emotion, while necessitating careful management to preserve originality and student agency.</p>	<p>structure ideas and offer multiple creative options without being directive. This non-prescriptive guidance empowered decision-making and developed creative autonomy, which could be seen to be linked closely with inquiry-based learning principles.</p> <p>The adaptability and ideation support from the role position it as a valuable partner in early-stage creative development, though its use must be accompanied by strategies that promote critical reflection and preserve student agency in the arts.</p>	<p>problem-solving partner that supports ongoing creative development through non-prescriptive guidance.</p> <p>This role encouraged autonomy and reflective decision-making, by offering relevant, adaptable information and multiple solution pathways.</p>	<p>Iterative experimentation Non-prescriptive guidance Problem solving</p>
<p>3 Student 3's reflection on partnering with <i>The Reasoning Tool</i> reveals critical engagement with ChatGPT as both a creative prompt and a confidence-building mechanism.</p> <p>The student appreciated the assistant's compressed, focused questioning, which helped clarify their ideas early in the process. However, the diminishing usefulness of later questions and concerns about repetitive phrasing highlight limitations in the role's</p>	<p>Student 3's reflection on partnering with <i>The Oracle</i> highlights both the generative potential and accessibility challenges of the role in creative learning.</p> <p>The assistant was praised for offering new prompts and smaller ideas that enhanced the student's animation project (suggesting the strength of the role in expanding ideation and uncovering creative avenues not initially considered).</p> <p>However, the student also noted difficulty in</p>	<p>Reflection reveals a complex and emotionally charged partnership with <i>The Challenger</i>. While the role provided valuable critical awareness (particularly in helping the student anticipate production challenges), its overly negative tone and dense paragraph structure created a sense of discouragement and even intimidation.</p> <p>This emotional impact diminished the assistant's perceived usefulness, despite the relevance of its content. Therefore</p>	<p>Agency Creative ownership Emotional tone Idea validation Mirror Repetition fatigue</p>

<p>adaptive depth.</p> <p>Student 3 demonstrated healthy scepticism, noting the importance of using personal judgement, remaining mindful of originality, and avoiding over-reliance. Importantly, the role appeared to validate the student's thinking, reinforcing their confidence and affirming their existing creative direction (this suggests that ChatGPT can serve not only as an ideation tool but also as a mirror for self-assessment and reassurance).</p> <p>Student 3 negotiates trust, utility and authorship in their partnership with ChatGPT.</p>	<p>understanding the language role, particularly due to dense or overly complex phrasing. This reveals a gap in ChatGPT accessibility and could raise questions about linguistic clarity and student comprehension when using AI tools. Despite this, the student remained optimistic, recognising the assistant's value in supplementing their creative process without replacing it.</p>	<p>there seems to be a delicate balance required when ChatGPT delivers critique; tone, delivery and cognitive load must be carefully considered to avoid overwhelming learners - there could then be the need for emotionally intelligent AI design in educational contexts.</p>
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<p>4</p>	<p>Student 4's reflection highlights <i>The Reasoning Tool's</i> role in guiding creative exploration through inquiry rather than direct instruction.</p> <p>The assistant helped the student develop ideas (particularly around conveying emotion and using colour) by asking reflective questions that encouraged critical thinking.</p> <p>While the student found this process useful for expanding certain creative aspects, they also noted frustration with repetitive or unoriginal responses. This mix of optimism and scepticism reflects a pattern seen in other reflections: the role is helpful when it challenges or builds on student thinking, but less effective when it restates</p>	<p>Reflection observes <i>The Oracle's</i> effectiveness as a practical planning tool, particularly in supporting time management and workflow organisation for a technical creative task.</p> <p>Student 4 partnered with the assistant to simplify and sequence the steps of animating in Blender, which provided clarity and structure where there was previously some uncertainty.</p> <p>The guidance from the role enabled the student to develop a manageable timeline, enhancing their confidence and ability to begin the project. This reinforces <i>The Oracle's</i> role as a supportive guide during the pre-production phase, offering actionable, tailored assistance. It could also highlight the value of</p>	<p>Reflection illustrates <i>The Challenger's</i> role in refining ideas through critical questioning, although its impact was mixed.</p> <p>Student 4 initially viewed the assistant's input with scepticism, feeling it reiterated knowledge they learned prior.</p> <p>However, it notably supported their ability to articulate and describe metaphors within their animation, suggesting value in prompting further conceptual clarity, even if surface-level feedback felt redundant.</p> <p><i>The Challenger</i> may be most effective in pushing students to articulate implicit ideas more explicitly, contributing to meaning-making rather</p>	<p>Clarifying aid Concept clarification Critical partner Metacognitive refinement Repetitiveness Role specificity Workflow organisation</p>
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	existing ideas. This could suggest a need for more adaptive, context-aware AI partnership that sustain creativity without redundancy, especially when supporting emotion in arts-based projects.	ChatGPT in reducing cognitive load and facilitating project planning within creative technical disciplines.	than idea generation.	
5	<p>Reflection highlights <i>The Reasoning Tool's</i> function as a conversational partner offering clarity and affirmation rather than broad analysis.</p> <p>Student 5 found value in the simplicity of responses, which helped reflect on and confirm their existing ideas, but felt the feedback lacked depth and originality, leading to some scepticism.</p> <p>While the role did not significantly challenge the student's thinking, it served as a confidence-checking tool, reinforcing their understanding and helping identify areas for improvement.</p>	<p>Reflection reveals <i>The Oracle's</i> role as an encouraging but potentially over-affirming presence in the student's creative process.</p> <p>The role's enthusiastic tone boosted the student's confidence and helped them identify and focus on their strongest ideas, yet its lack of critical feedback led to scepticism about its usefulness.</p> <p>The student recognised that while validation is motivating, the absence of constructive critique might lead to complacency or missed opportunities for refinement. This highlights some tension in ChatGPT-assisted learning and points to the importance of designing GPT roles that offer both encouragement and developmental feedback to support genuine creative improvement.</p>	<p>Reflection highlights <i>The Challenger's</i> effectiveness in prompting broader, more critical thinking, nudging the student beyond their usual creative boundaries.</p> <p>The role encouraged idea generation and helped the student identify and address gaps in their work, growing a reflective mindset.</p> <p>However, Student 5 noted the cognitive demand of engaging with this role, suggesting that its rigorous questioning required sustained attention to remain productive.</p> <p>Unlike more affirming roles, <i>The Challenger</i> did not validate ideas without scrutiny, which the student found ultimately constructive. This supports the study by showing how critical AI engagement can stimulate metacognitive growth and original thought.</p>	<p>Affirmation and challenge</p> <p>Balanced feedback</p> <p>Conversational partner</p> <p>Metacognition</p> <p>Motivation vs. complacency</p>
6	<p>Student 6's reflection presents a stark contrast to others, revealing a highly negative experience with <i>The Reasoning Tool</i>. The student appreciated the calmer, less demanding tone of the assistant but ultimately rejected its usefulness, expressing a strong preference for student partnership and</p>	<p>Student 6's reflection highlights a mixed but perceptive experience with <i>The Oracle</i>. The student appreciated the assistant's supportive nature and found practical value in its ability to recommend a wide range of tools for their project.</p> <p>However, they also</p>	<p>Reflection reveals a strongly sceptical and emotionally complex response to <i>The Challenger</i>.</p> <p>While the role was used to exploring practical elements like back-up plans and stylistic choices, the student found the partnership counterproductive</p>	<p>Authentic feedback</p> <p>Dependency</p> <p>Disengagement</p> <p>Emotional resistance</p> <p>Student preference</p>

<p>complete disengagement from ChatGPT in future use.</p> <p>This reaction points to a critical dialogue discovery: not all learners respond positively to ChatGPT, even in its more measured or supportive forms. The student's discomfort may stem from unmet expectations, a lack of perceived authenticity, or a deeper disconnection from machine-mediated feedback.</p> <p>This also highlights the importance of offering opt-in/out flexibility in ChatGPT integration and acknowledging that emotional receptivity to it varies (some students may disengage not due to the tool's content, but because of a fundamental resistance to artificial dialogue in the creative process).</p>	<p>expressed discomfort with ChatGPT's overly positive tone and perceived intelligence, which created a sense of imbalance and a preference for student partnership. This suggests that while ChatGPT can effectively expand a student's practical toolkit, its tone and perceived authority may undermine confidence or make the partnership feel less collaborative.</p>	<p>(describing it as overly positive, lacking authentic critique, and ultimately undermining their confidence and sense of independence). Rather than feeling supported, the Student 6 felt increasingly reliant on the ChatGPT, leading to discomfort and self-doubt.</p> <p>When ChatGPT fails to strike a balance between support and autonomy, it may erode creative agency rather than enhance it. It highlights the need for AI systems that promote self-efficacy, deliver honest feedback, and avoid inadvertently advancing dependency.</p>
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7

<p>Reflection presents a highly positive and productive partnership with <i>The Reasoning Tool</i>, showcasing its potential when functioning as a responsive, context-aware collaborator.</p> <p>Student 7 valued the role's tailored support across multiple areas (e.g. technical guidance, workflow advice, problem-solving) all coordinated with their chosen tools (e.g. Blender) and personal working style.</p> <p>Rather than overwhelming the student with abstract suggestions, the role remained focused and</p>	<p>Reflection reveals a highly collaborative and technically focused partnership with <i>The Oracle</i>, where the student actively engaged the assistant to solve complex challenges in Blender, specifically animating a forest fire.</p> <p>The role's strength lay in breaking down intricate processes (e.g. fire and smoke simulation) into manageable, step-by-step actions, supporting both creative ambition and technical execution.</p> <p>The partnership demonstrated a strong model of inquiry-based learning and independent problem solving, with the student posing targeted</p>	<p>Reflection highlights a constructive and technically grounded interaction with <i>The Challenger</i>, where this role played a responsive and adaptive role in supporting the student's 3D animation project.</p> <p>The role demonstrated effective tailoring of feedback to both medium and software (Blender). Student 7 engaged in interactive, back-and-forth dialogue, using the assistant to problem-solve challenges, refine modelling techniques and enhance character expressiveness.</p> <p>While the assistant typically challenges</p>	<p>Contextual responsiveness Creative decision-making Purposeful inquiry Technical mastery Tool-aware Tool-specific guidance Workflow refinement</p>
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	actionable, which would enhance both efficiency and creative control - the role adapting to student context and offering grounded, practical input.	questions and the AI responding with clear, relevant guidance. Notably, the assistant also contributed to the student's learning process by simplifying Blender's more advanced functions, enabling progress without overwhelming.	assumptions, in this case, it served more as a detailed and skilled collaborator. This suggests that <i>The Challenger</i> can successfully shift from confrontational critique to constructive expertise when guided by a clear brief.	
8	<p>Reflection highlights a highly productive and fluid interaction with <i>The Reasoning Tool</i>, where Student 8 used the assistant as both a sounding board and an idea generator. The AI's ability to summarise, affirm, and expand on pitched concepts (particularly around stop-motion storytelling, conflict, and plot) contributed positively to the student's creative momentum.</p> <p>The speed and clarity of responses were especially impactful, enabling an efficient, back-and-forth dialogue that supported iterative thinking and decision-making.</p>	<p>Reflection reveals a mixed experience with <i>The Oracle</i>, highlighting its strength in generating rich, detailed analysis, but also its weakness in overwhelming the student with dense, scattered information.</p> <p>While the assistant offered a wealth of ideas for narrative development, the lack of summarised or structured feedback made it difficult for the student to process and apply the content effectively.</p> <p>In contrast to the more conversational and affirming style of <i>The Reasoning Tool</i>, <i>The Oracle's</i> output felt less collaborative and more one-directional. This suggests that students may benefit more from concise, scaffolded feedback that encourages partnership and reflection rather than information overload.</p>	<p>This reflection highlights a challenging and emotionally disempowering experience with <i>The Challenger</i>. While intended to promote critical thinking, the AI's approach felt dismissive to the student - overriding their ideas rather than building on them.</p> <p>The perceived lack of recognition and excessive replacement of input created a sense of invalidation, leading to disengagement and scepticism.</p> <p>Compared to the more affirming and collaborative tone of <i>The Reasoning Tool</i>, <i>The Challenger's</i> assertive feedback style undermined the student's creative confidence and agency.</p>	<p>Affirming dialogue Cognitive load Disempowerment risk Feedback tone Idea ownership Idea-replacing approach</p>
9	<p>Reflection highlights a largely positive but cautious partnership with <i>The Reasoning Tool</i>. The role effectively supported idea generation and imaginative thinking, helping Student 9 refine overlooked elements such as camera angles and set design.</p> <p>It was seen as a valuable</p>	<p>Reflection illustrates a productive and idea-refining experience with <i>The Oracle</i>. The assistant was effective in developing the student's initial concepts by offering new angles and deeper narrative techniques, such as symbolism and juxtaposition.</p>	<p>Reflection shows a highly constructive interaction with <i>The Challenger</i>, where the student embraced critical questioning as a means to strengthen and refine their ideas.</p> <p>Rather than feeling dismissed, the student viewed the assistant's challenges as a catalyst</p>	<p>Creative co-developer Ownership Reflective dialogue Strategic tool use</p>

	<p>prompt for creativity when used intentionally, but the student also warned of its potential misuse, suggesting that over-reliance could lead to creative complacency or procrastination.</p>	<p>The student appreciated how the role's output expanded their creative thinking and served as a starting point for further ideas. This indicates <i>The Oracle's</i> strength in enhancing narrative complexity and offering alternative perspectives, reinforcing its value as a creative co-developer.</p> <p>This suggests that when generative AI is used to build on, rather than override, student ideas, it can successfully support higher-order thinking and narrative sophistication in arts-based inquiry.</p>	<p>for deeper thinking and greater creative clarity, especially in areas of uncertainty.</p> <p>ChatGPT's role in prompting reflection on both creative decisions and practical planning (e.g. scheduling) proved particularly impactful.</p>	
10	<p>Reflection reveals a pragmatic and utilitarian use of <i>The Reasoning Tool</i>, where the student viewed ChatGPT as a fast and convenient idea generator rather than a transformative collaborator.</p> <p>While the assistant's thematic questioning was helpful in stimulating ideas around identity and narrative, Student 10 believed they would have reached similar outcomes independently, albeit more slowly.</p> <p>This suggests that ChatGPT functioned more as an accelerator of existing thought processes than as a co-creator of new directions (efficiency, not necessarily originality).</p>	<p>Student 10's reflection highlights a generally positive but selectively critical experience with <i>The Oracle</i>. The student valued the assistant's expertise, particularly its knowledge of stop-motion animation and helpful advice on set design, which contributed meaningfully to their creative process.</p> <p>However, they expressed mild irritation with ChatGPT's habit of prefacing responses with unrelated or formulaic comments, suggesting a preference for more streamlined and focused partnership</p> <p>Personalisation and conciseness may be just as important as content quality in developing effective creative partnerships with AI.</p>	<p>Reflection reveals a tension-filled partnership with <i>The Challenger</i>, where Student 10 experienced a lack of responsiveness to their preferences.</p> <p>While the role demonstrated continuity by remembering previous inputs (e.g. stop-motion project on housing inequality), its repeated suggestion of digital animation, despite the student's clear rejection, created frustration.</p> <p>When AI fails to adapt or respect creative boundaries, it can undermine user autonomy and reduce trust in the tool.</p>	<p>Agency preservation Creative boundaries Efficiency vs. originality Frustration with rigidity Personalisation Planning utility</p>
11	<p>Student 11's reflection highlights <i>The Reasoning Tool's</i> effectiveness in helping the student develop and clarify their ideas through structured questioning and</p>	<p>Reflection reveals a thoughtful and structured partnership with <i>The Oracle</i>, where the student used the assistant to test and refine pre-existing decisions</p>	<p>Reflection reveals a tension between the cognitive value and emotional burden of interacting with <i>The Challenger</i>. While the assistant prompted</p>	<p>Cautious optimism Cognitive benefit Emotional overload Ethical boundaries Reflective structure</p>

thoughtful responses. The role served as a conversational partner, prompting broader consideration and supporting the organisation of narrative concepts. Student 11 expressed ethical scepticism, concerned about the potential for misuse beyond educational support, while they acknowledged its usefulness.	about their animation project. The role was seen as helpful in suggesting focused areas and logical next steps, effectively supporting the student's creative planning and coherence. However, despite its usefulness, the student expressed ethical scepticism (mirroring their view of <i>The Reasoning Tool</i>) around the potential for misuse beyond academic support.	extensive thinking and aided the student to develop their ideas more coherently, its overwhelming verbosity and confrontational tone diminished the overall experience. Student 11 found the excessive output frustrating, especially when it ignored requests for brevity. As with their other reflections, they expressed ethical concerns about ChatGPT's potential misuse, calling for clearer restrictions. Even when generative AI supports critical reflection and idea development, its effectiveness depends on the balance of tone, responsiveness and cognitive load.
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12	Reflection shows a constructive and optimistic partnership with <i>The Reasoning Tool</i> , where the student used the role to articulate and develop their ideas through feedback and suggestion. The role supported the creative process by offering practical input on ambience, visuals, and animation details (elements that enhanced the student's planning and conceptual thinking). The dialogue helped externalise thoughts and shape them into actionable directions.	Student 12's reflection demonstrates a highly positive and engaged interaction with <i>The Oracle</i> , where the student found the assistant's detailed feedback and practical suggestions both helpful and inspiring. The role effectively supported decision-making by clarifying what aspects of the project made sense and offering examples of possible improvements or directions. The student appreciated the level of detail and the variety of options provided, which enhanced their creative flexibility.	This reflection reveals a mixed and ultimately discouraging experience with <i>The Challenger</i> . While the student initially appreciated ChatGPT's critical input (e.g marking potential overcomplexity and helping clarify the project's core message), the partnership shifted negatively when the assistant appeared to dismiss or overlook the student's reasoning. The repetition and lack of acknowledgement for the student's detailed explanation led to frustration and a loss of trust in the tool. AI critique must remain responsive and adaptive to student input. If perceived as rigid or dismissive, it can diminish user confidence and hinder the reflective dialogue central to	Adaptive feedback Co-agency Friction in dialogue Tone mismatch
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		inquiry-based creative learning.		
13	<p>Student 13's reflection reveals a limited and repetitive partnership with <i>The Reasoning Tool</i>, where ChatGPT primarily functioned as a mirror rather than a source of new understanding. The role encouraged detailed thinking and reinforced existing ideas, yet the student found it unhelpful for developing fresh content or further pushing creative thought.</p> <p>The role's tendency to rephrase and validate rather than challenge or extend ideas led to disengagement.</p>	<p>Reflection highlights a highly practical and structured experience with <i>The Oracle</i>, where the student valued its ability to break down complex information into clear, manageable steps.</p> <p>The role's guidance included both ideas and examples, helping the student focus on what mattered most and avoid feeling overwhelmed. The organised structure and targeted advice appear to have made a meaningful impact on the student's workflow and sense of direction.</p>	<p>Reflection shows a notably effective and constructive experience with <i>The Challenger</i>. Unlike more critical responses from other students, this student found the role's advice both relevant and well regulated with their project, appreciating the targeted questioning that encouraged detailed thinking and visualisation of their narrative.</p> <p>The role prompted broad engagement with story development without overwhelming or dismissing the student's ideas. <i>The Challenger</i> (when calibrated to the student's needs) can function as a powerful partner for critical inquiry.</p>	<p>Dynamic prompting strategies</p> <p>Process clarity</p> <p>Role alignment</p> <p>Targeted critique</p>
14	<p>There is a complex partnership with <i>The Reasoning Tool</i> here. Student 14 initially found the assistant valuable for structuring their thinking, generating potential directions, and connecting their ideas back to the brief (especially in the early planning stages). However, as the session progressed, the role's overly specific and occasionally unrealistic suggestions began to hinder the student's creative autonomy.</p> <p>Repetition of the same idea in varied wording further limited the space for self-directed development, and the lack of exploratory questioning left the student feeling creatively</p>	<p>Reflection offers a detailed account of both the strengths and limitations of partnering with <i>The Oracle</i>. The student appreciated the assistant's ability to offer feedback, technical suggestions, and planning strategies, and particularly valued the balance between prompting and idea expansion without overtly handing over the creative direction.</p> <p>However, the partnership also raised several critical concerns: the repetitiveness of ideas, overwhelming volume of material suggestions and a tendency to push the student toward generic or overly prescriptive outcomes.</p>	<p>Reflection reveals an ambivalent partnership with <i>The Challenger</i>. The student used the assistant to shape an action plan, organise tasks, and identify gaps in their storyboard, all of which supported project structure and time management.</p> <p>Yet, the student felt that ChatGPT's suggestions were sometimes impractical, overly generic, or off-topic, which limited deeper idea generation. Notably, the assistant's provision of superficial facts led the student to question its reliability and discouraged independent research (an essential phase in creative inquiry).</p>	<p>Autonomy tension</p> <p>Creative ownership</p> <p>Idea saturation</p> <p>Narrowed inquiry</p> <p>Over-scaffolding</p>

	<p>constrained. Importantly, the student also raised concerns about the originality of generated suggestions, leading to doubts about authorship and trust.</p>	<p>Notably, ChatGPT's persistent positivity and recycled responses distracted from deeper, more original exploration, and discouraged independent research, which the student recognised as a vital part of their creative process.</p>	<p>The student's lack of a clear project idea at the outset also reduced the role's usefulness, exposing a dependency on user clarity to maximise impact.</p>	
15	<p>Reflection presents a strongly critical response to <i>The Reasoning Tool</i>, with the student expressing frustration over its overly agreeable tone and lack of meaningful contribution.</p> <p>The role was perceived as passive, repetitive, and unengaging (offering affirmations or reworded versions of the student's ideas rather than challenging or extending them). Although the student acknowledged some responsibility in not tailoring the prompt, they felt the partnership lacked intellectual stimulation or creative depth, describing it as dull and minimally impactful.</p>	<p>Reflection reveals a notably positive and engaging experience with <i>The Oracle</i>, highlighting its effectiveness in stimulating Student 15's own creative thinking without overpowering their voice.</p> <p>The role's responses served as meaningful prompts that "jogged" the student's mind, leading to changes in their project direction and a sense of genuine involvement in the process.</p> <p>Unlike more passive or overbearing interactions noted in other reflections, this student felt empowered and creatively activated by the exchange.</p>	<p>Reflection highlights a transformative and ultimately successful experience with <i>The Challenger</i>, where the student initially found the assistant too polite and indirect to be effective.</p> <p>However, after actively prompting it to deliver more direct, critical feedback, the role became significantly more useful (in turn, helping the student refine their concept into something more coherent and grounded).</p> <p>The student appreciated the AI's capacity for critical dialogue once adjusted, noting that the interaction became as engaging as speaking with a peer.</p> <p>It suggests that students benefit most from AI when they can shape its role and level of challenge.</p>	<p>Co-authorship Idea stimulation Peer-like dialogue Prompt shaping Responsive AI</p>
16	<p>Student 16's reflection highlights a positive and accessible experience with <i>The Reasoning Tool</i>, where the student appreciated its question-driven structure and found it easy to engage with for idea development.</p> <p>The role's guided approach helped the</p>	<p>Reflection points to a key usability challenge with <i>The Oracle</i>: while the assistant offered a broad range of possibilities and ideas, its information-heavy responses overwhelmed the student, making it difficult to process and apply the content effectively.</p>	<p>Reflection highlights a constructive and reflective interaction with <i>The Challenger</i>, where the student appreciated the assistant's role in presenting alternative viewpoints.</p> <p>Student 16 engaged in a dialogue that encouraged critical thinking and</p>	<p>Guided questioning Idea structuring Metacognitive awareness</p>

	<p>student navigate their creative process, offering clarity and support without being overwhelming. Notably, the student identified the act of formulating questions as the most impactful part of the interaction - suggesting a shift towards metacognitive engagement, where they began to think more critically about how to direct their inquiry.</p>	<p>The lack of partnership or questioning from ChatGPT further contributed to a one-sided experience, which, although rich in suggestions, lacked structure and clarity.</p> <p>The student's scepticism stemmed not from the quality of ideas but from the cognitive load imposed by excessive output.</p>	<p>perspective-taking, which they found both accessible and meaningful, by responding to the role's questions.</p> <p>The most impactful aspect was grappling with differing opinions, suggesting a valuable shift towards metacognitive awareness and idea refinement.</p>	
17	<p>Student 17's reflection illustrates a cautiously positive first experience with <i>The Reasoning Tool</i>. The student found its simple and prompt-based questioning useful for initiating idea development and stimulating early-stage thinking.</p> <p>A decline in the quality and variation of the prompts were noted over time, as the questions became repetitive. Despite initial scepticism, the student acknowledged that the assistant helped them develop and build on their ideas in a manageable way.</p>	<p>Reflection reveals a mixed and somewhat unsettling experience with <i>The Oracle</i>. While the assistant effectively stimulated ideas, the student felt overwhelmed by the volume and density of information delivered in each response.</p> <p>A lack of focus and conciseness made it difficult to act on suggestions step by step, ultimately hindering rather than helping the creative process. Additionally, the student expressed discomfort when the assistant referenced something (a journal) that hadn't been mentioned, raising concerns about perceived overreach or AI assumptions.</p>	<p>Reflection highlights a highly effective and positively received interaction with <i>The Challenger</i>. The student appreciated the assistant's focused, in-depth questioning, which prompted them to slow down, think critically, and refine overlooked aspects of their animation project.</p> <p>The role's structured and sequential approach (e.g. focusing on one element at a time and providing a clear pause point) enhanced the student's sense of direction and control. Unlike the overwhelming experience with <i>The Oracle</i>, this assistant helped scaffold deeper thinking without cognitive overload.</p>	<p>Cognitive overload Critical dialogue Emotional manageability Reflective pace Role sequencing</p>
18	<p>Student 18's reflection shows a thoughtful and pragmatic view of <i>The Reasoning Tool</i>, showing how it was used to develop and refine an already-formed student concept.</p> <p>The student partnered collaboratively with the role to expand character traits and enhance visual storytelling, appreciating</p>	<p>Absence of commentary.</p>	<p>Reflection reveals a complex but ultimately constructive engagement with <i>The Challenger</i>. Initially resistant due to a personal scepticism toward AI, the student came to appreciate the role's critical feedback (despite its perceived bluntness), for helping identify both overlooked and knowingly ignored flaws in their narrative.</p>	<p>Peer-review mechanism Role blurring / Hybridised roles Role-responsive dialogue</p>

its value as a supplement rather than a source of original ideas.

They also noted that generating effective responses required detailed prompting, which was time-consuming and at times frustrating.

They valued its role as a peer-review mechanism that challenged their assumptions and pushed their thinking, reinforcing the importance of critical dialogue in the creative process.

However, the student also noted a gradual shift in the assistant's tone from confrontational to more reflective, blurring the line between *The Challenger* and *The Reasoning Tool*. AI personas may naturally adapt, or be perceived to shift, based on conversational context.

Appendix 11. Figures 39-42. Results from SWOT (Pre-Intervention)



Note: Miro Board 'HOW DO YOU WORK WITH AI?' Clockwise from top-left: Strengths; Weaknesses; Opportunities; Threats

Appendix 12. Figure 43. Repository of Results from SWOT (Pre-Intervention)

	A	B	C	D	E
1		https://miro.com/app/board/uXjVL2BGqM=/			
2		Strengths What works well	Weaknesses What is lacking	Opportunities Values	Threats Pitfalls
3	Data	It can assist people who are struggling to generate ideas	stealing from internet equals not reputable sources (i.e., google using reddit for its ai answers, telling people to eat two rocks a day)	It can help me discover new ideas that previously I was not introduced to	"Hate, Let me tell you how much I've come to hate you since I began to live. There are 387.44 million miles of printed circuits in water thin layers that fill my complex. If the word hate was engraved on each nanogram of those millions of miles it would not be equal one billionth of the hate I feel for Ai at this micro-instant for you. HATE, HATE"
4					Harlan Ellison, I Have No Mouth & I Must Scream https://www.goodreads.com/book/show/415459.I_Have_No_Mouth_and_I_Must_Scream
5		helps me find artists I would not have found otherwise for reference and inspiration	people can become dependent on AI and not think for themselves.	helps make difficult or boring tasks easier to complete so you have more time to do the things you enjoy.	I can't tell the difference between AI art and non AI art
6		Helps generate ideas quicker by giving thought prompts	lack of professional sources, such as research through people who know nothing about said topic	AI should be used to help humanity not replace it I asked it to help me find stuff for inspiration and it helped (ig :)	AI images are soulless and kinda creepy
7		I can open up new ideas and concepts	sometimes it can be very analytical and not make sense	not knowing how it will improve in the future -> may become a main source	AI images steal artist work without permission or credit and use those images in data banks to then use to generate images this process is theft and rely on further considering that companies are using AI images as a cheaper alternative instead of hiring real artists
8		AI proved the existence of a soul.	generates ideas that are errors or unrealistic	increase work productivity	people make AI porn of people, new age of revenge porn :((((
9		It can assist those who are mentally challenged or find it hard to think for themselves.	criminals have started wearing rings with fake fingers because it makes the security camera footage look like AI It can spread misinformation from untrustworthy websites and after what we think is real or fake.	helps to give ideas that you can use in work	it can take people's jobs such as customer service
10				It can give us a new perspective about a topic that we haven't seen before.	children (next gen) will be raised using AI
11				Speeds up the creative process-saves time in the researching and idea generation stage	takes jobs away (artists/editors/etc)
12					generates using other people's work and identity
13					good at rounding up information into one place
14					If AI is part of a big system then if a small part of it malfunctions there could be immense backlash.
15					steals art
16					It takes stuff from the internet to create stuff
17					It consumes a lot of energy to use AI. It's bad for the environment :(

Note: Google Sheets

Appendix 13. Figures 44-47. Results from SWOT (Post-Intervention)



Notes: Miro Board 'HOW DO YOU WORK WITH AI?' Clockwise from top-left: Strengths; Weaknesses; Opportunities; Threats

Appendix 14. Figure 48. Repository of Results from SWOT (Post-Intervention)

	A	B	C	D	E
1		https://miro.com/app/board/uXVL2B9qMw/			
2		Strengths What works well	Weaknesses What is lacking	Opportunities Values	Threats Pitfalls
3	Data				
4		It can be used at different stages in the project to develop stories, ideas, practical skills, provide reassurance can help with planning and time management	Its not all that smart and it's very repetitive in its answers	It doesn't just critique your work, but it also offers easy solutions to solve any problems.	Once you start using it for help it is easy to fall for its false promise of originality
5			the large texts and complex words were very overwhelming and it made it hard to process the information it was giving me.	Can help expand on a pre-established concept/idea	they're taking over :(
6		its very quick	takes information from everywhere rather than true sources and professionals	Can help expand on a pre-established concept/idea	It is nice to have an assistant, but I don't like the idea of a computer controlling my art.
7		you are ultimately in control of the ai and can work on whatever you want	Depending on what your prompt is, the AI assistant can get repetitive if not instructed correctly.	AI has much more analytical answers than a raw human opinion	STAND WITH ANIMATION
8		Fills in gaps in the story board	all three model tended to give identical critiques/suggestions is limited in what it can offer	new perspective which humans wont think of	It can change what you said and make it seem like it can take your idea and then use it as it's own. It wants you to use it, no longer allowing those to be creative.
9		quicker idea generation and helpful with inspiration	sometimes the information generated has to be fact checked	Can help you with your writing	What does an AI know about freedom
10		can help get ideas going if you're struggling and can also give additional ideas that you may not have thought of	spread misinformation due to lack of professional sources, eg uses reddit for info		storyboards are an artists job!!!! thats my carrer goal!!!! thats stealing work!!! vvr
11		gives good criticism when you tell it to, highlights the good when you ask it to			If AI images keep getting produced, then they will end up using other AI images as references and become distorted.
12					It can come up with options of how to make something, but ultimately makes you sad that you can't come up with it.
13					the temptation to just use it for the finished product may be too much for some developers, leading to more AI slop

Note: Google Sheets

Appendix 15. Figure 49. Ethics Statement (AUP)

	A	B
1	(AUP) Student Ethics Statement - IW	<p>For this task we were encouraged to use AI prompts to further develop our animation projects. As a result I decided to create and develop an ethics statement around this topic to both explain and showcase my stance on the use of AI.</p> <p>First of all I don't entirely disagree with the use of AI. I feel as though it could actually be extremely useful to us. I feel as though it could be really useful in fulfilling repetitive and mundane tasks, a great example being used to train new employees. However, I disagree with its use within the creative industry As many use it as a cheaper alternative to hiring artists. This is extremely difficult as most AI art is generated of artists images which were scrapes off the websites and Instagram accounts without a consent. Additionally the song is also often Solis as there is no story or intent behind the image is just the most aesthetically pleasing thing that the AI engine watch to find out the time there's no thought behind why someone put stroke in a certain place why there's a color palette because it's not being generated by person who's had previous experiences Life stories. Additionally it is also extremely disheartening from an artist myself as I put in so much time and effort perfecting my all and it's generous that I get on my stories just for an Ohio and I've got to do it five times quicker and cheaper more effectively. Overall well I agree that AI can be useful to alongside peoples help replace tasks that may seem may not assault mundane I feel as though it it should not be used to replace people and sadly the reality is that some companies would choose a cheaper quicker alternativeWhich only takes a few seconds to generate a real human thoughts and experience.</p> <p>In conclusion,While I create I can be useful to help complete minor tasks I feel as though it's excessive use of it in the industryWell overall impactSpent ages finding and working on the craft to be thereAs many of them will end up being replaced with a cheaper and more viable alternative which is generated imagery. Overall, although AI has a huge amount of possibility and potential to help aid those in the creative industry, I feel as though many will instead misuse this tool as a cheaper alternative to hiring writers and artists.</p>
2		
3	Note 1	There was a particular student on the autistic spectrum who really struggled with all of the roles as he mentioned that what was being generated was better than he could articulate and did not like this type of manipulation
4		
5	Note 2	The stages of implementation - to test it out at different points in a project. Refinement.

Note: Google Sheets

Appendix 16. Figure 50. Ethics Statement (KCL)

	A	B
1	(KCL) Student Ethics Statement - IW	I don't use AI, often. Although I'm against it, i do use it for things that are sometimes very hard for me to do in life. For example, i use it when i need a new routine when the previous one in not relevant anymore and study plans. As a person with sometimes low dopamine levels the use of AI is a dangerous game. When i use it once for a school task i WILL use it again. By being presented with an easy path it is hard for anyone to ignore it. Why research through multiple website when you can spend 5 minutes to find the answer from ChatGPT ? I believe in this day of age we want to be as efficient with our time as possible so we go to AI. By denying to use it i challenge myself as a person in this advanced society to go out and find information and create my own opinions. It motivates me too because of the environmental aspects of using language models. With so much bad in the world and with me being pretty young this is what i feel i can do to help out our planet
2		
3	Note 1	
4		
5	Note 2	

Note: Google Sheets

Appendix 17. Figure 51. Results of Student Group Discussion (AUP) (6 Students)

(AUP) Repository for Sample Data Collection / Analysis ☆ 📄 🌐

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L15 📄 🗑️

	A	B	C	D	E	F	G
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
1							
2	1. How do you feel working with ChatGPT has benefited your working process?	I think it is good for idea generation and plot holes for the animation.					
3	2. Did it feel at any point that there was a limitation?		It just rephrased what it was saying to make it look like it was still being engaged.	The Reasoning Tool kept repeating itself but used different words.			
4	3. Do you think there can be an improvement on the way it would communicate with you?		If you're asking for one thing there's only so many times you can ask it before you just keep getting the same answer. There's only so much of something you can learn about.				
5	4. Did you get anything from The Reasoning Tool at all?		It just told me that my work was fine. It asked me have you thought about this... I liked the other (tools)				
6	5. Did you come across an over-complementary approach?	Yes, but The Challenger definitely tunnel-visioned as well. I was trying to figure out character motivations and it kept focusing on this one character. It was really focused on the protagonist and began to call it a "ward". I'm pretty sure the viewers are going to dislike how passive the character is. I kind of needed it to be honest.			I like that one because it's telling me it's not good enough, by again and it's going to want to make me by again.		
7	6. If you were to pick one role that you would work with for the project, which one would it be?	The Reasoning Tool	The Challenger	The Oracle		didn't like The Reasoning Tool - I kept asking me questions.	
8	7. How could this process be envisaged in other creative learning environments (e.g. BA Illustration) - is there an end-point to the usage?	I guess it just depends on the subject, because this is very story-oriented, while doing this is Fine Art, where they are really just drawing there so what use can there be for AI than just that. Because at that point it will help you come up with themes for a painting and that's the whole point of the lecture being there.					
9	8. If we are talking about fine art for example, yes there will be a theme attached to the work - what is the use of that ChatGPT given?	Because that's the whole point of the person being there for a person to say the thememessage			I feel like also if you use it for fine art, the art is about telling your own personal story and if you can get an AI to do it what's the point. Also I feel like yes it could be helpful but I don't think it should be for main use. I feel like it should be if you're looking stuck, then maybe it will be helpful but I don't feel it should be constant.		
10		Like you're laying the tarmac, then filling in the potholes.			Maybe it should be used as like a check up.		
11		Yeah like a last resort.					
12	9. How can we use the human brain and the machine together or it separate?				I think it is separate because the difference between let's say an AI generated story and a human story, is the human story is always going to be fairly unique because it was influenced by the person. I personally like making stories just for fun and making the characters for those stories and I feel that even if you're not intending to do a bit of you in that - maybe its the way the character talks, but even if you don't intend to, a bit of you is always in there and I don't think that is the sort of response you can get from AI.		
13							
14	10. Where will we be in ten years time? - What predictions?	AI is just a Frankenstein					
15		In too deep, I think.			I think its good now, but as its going to keep developing, it's going to get too ahead of itself and it's going to turn bad.		
16		I think at a certain point, the AI is just going to keep feeding itself more AI. It's just going to be a rotating mess again.					
17					it makes me scared for my future, because something that I want to do is fairly story-driven (I want to make comics, cartoons and stuff like that and it's, as I said, fairly story-driven. And I'm a bit worried that industry-wise it's going to be easier for them just to generate some stuff. Because no matter what we do, companies are going to go for the easiest, most cost-effective way of doing something and I'm just worried the smaller stuff, the more individual, unique stuff is going to fall through the cracks. It makes me concerned for my future job and employment. My main goal is to get my stuff out there, but if an AI can do that ten times better, what's the point of me even doing it the first place. So it can be quite demotivating. I've been drawing since I was tiny and sometimes you wonder what's the point in doing it if AI can do it in five seconds.		
18	11. With the idea of taking over jobs, how useful have you found it for your project at this point?	Very slightly, like I said fill the pot-holes. But it did not come up the story for me. I just wanted help with a one-time scene and now I've got the help for the one-time scene and half of it was stuff I'd already thought of.					
19	12. What was the value?		I had the idea of what I wanted to do already, but I did not know exactly what I was going to do and having it ask questions back, it did help me get it into place.				
20				I told it my idea, like roughly and then it would give me suggest stuff like how I could shade the character in the background and then give me suggestions for materials that I could use to make it different. It gave me information on textured clothing.			
21							I kind of already knew what I was doing, so I just made it give me a time of what to do really that I would just follow along. To plan out what to do per week basically.
22	13. Was there anything you found particularly useful, thinking of any of the three roles?					Just that it helped me develop my ideas. I think what it came up with was quite far-fetched. So I did not end up using these.	
23	14. What new ways of working can't encourage so that you can be more technically proficient?	How would it work in traditional aspects like stop motion. It wouldn't, because there is not much technical input other than the camera - the camera is controlled by the person.			I feel like yes it could probably guide you but it couldn't actually do that skills for you. For example it could stress pen pressure and that is a suggestion but drawing is all about hand-eye coordination and for physical skills. Especially if we are talking a traditional context, it's all about the way you posture. And I feel like yes it could probably teach you, but it won't physically do it for you. It's all about your skills and practicing those skills. You could ask, but it's not automatically going to make your art better. I feel like it could suggest things, but it wouldn't be very helpful, because at the end of the day it's all about you and how you practice those skills.		I'm doing mine on Blender and I kind of says do the key things first and specific tool selection.
24		With the pen pressure thing - you should press this hard, when? I don't see how this advice could help.					
25	15. How have you learnt from the experience overall?	It's good for brainstorming. Photo generation is good for referencing your own illustrations as well.	I'm always stuck for ideas. I'm always just say staring at a wall hoping something comes to me, but now I've got something to give me a little push. Not for actually doing the practical.	It's good for giving criticism and telling me what I think is not good and what you can do to make it better. It gives you suggestions and doesn't just tell you its bad, it tells you how you can make it better.	As I said earlier it should be there for help and aid people instead of replacing them. I think a good example of this is how it can be for animators, (in-between frames to help alternate extra sites for animators. But it shouldn't replace them entirely. I feel like it could be used to help monotonous tasks. I feel it can be really helpful in medicine, to do the more boring tasks.	I think it's good for idea generation but not for the whole thing. I do sometimes use the text-to-image / photo generator function to get ideas for an illustration.	Helps speed along the process.
26	16. Do you think people will rebel against the use of it?	Yes, I don't really support or like it. I feel like it steals from people and does not give them credit.	At some point, definitely. When everyone would wait for the Christmas adverts every year, the Coca-Cola one this year was made just using AI and it felt awful.			Like you said, you sometimes wonder what's the point in doing your own work if everything will be generated with AI. They are not original ideas.	

Notes: Google Sheets. Yellow filled areas highlight key results for discussion

Appendix 18. Figure 51. Results of Student Group Discussion (KCL) (3 Students)

(KCL) Repository for Sample Data Collection / Analysis

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	A	B	C	D
1		Student 1	Student 2	Student 3
2	1. How do you feel working with ChatGPT has benefited your working process?			Yes, with art, it helps me get ideas or the ideas linked to my theme.
3	2. Did it feel at any point that there was a limitation?		Apart from its basic ideas, no	
4	3. Do you think there can be an improvement on the way it would communicate with you?		I think the last role was a lot more pushy...	Mainly it's up to me.
5	4. Did you get anything from The Reasoning Tool at all?		I feel like it was the opposite. The Reasoning tool did not ask persuasive questions.	Yes. For art, it helps me understand where I am and what things I need for my project. It helps me think more.
6	5. Did you come across an over-complimentary approach?			
7	6. If you were to pick one role that you would work with for the project, which one would it be?		The challenger. It was similar to my ice skating coach.	
8	7. How could this process be envisaged in other creative learning environments (e.g. BA Illustration) - is there an end-point to the usage?			
9	8. If we are talking about fine art for example, yes there will be a theme attached to the work - what is the use of that ChatGPT here?			
10	9. How can we use the human brain and the machine together or is it separate?		I feel like we should keep it separate because obviously the human brain is different and I don't think things like that should be too mixed.	It can work together. I think it's better to work together because both sides have ideas and you can combine them.
11	10. Where will we be in ten years time? - What predictions?	We will probably use something better than ChatGPT.	I feel like it will make so many people lose their jobs, as it's doing everything for us at this point. We could be degraded or retired.	I think everyone will use it. Every single student I know uses it. I actually use it mainly for art, but I have used it for science subjects, because it gives better answers. I don't know what to write then I ask ChatGPT to think for me.
12	11. With the idea of it taking over jobs, how useful have you found it for your project at this point?		I think that it is better to think for hours and get an amazing idea - I'd rather think of something on my own instead of having someone else think of it for me.	
13	12. What was the value?	I don't know, because its not really original. You literally ask the chatbot - it's much more original if you do it yourself. You can ask for some ideas but it's the same as going to a teacher and asking for all the answers. It wouldn't be my work, it would be the teacher's. It's kind of taking over - now it's being used everywhere.		
14	13. Was there anything you found particularly useful, thinking of any of the three roles?			
15	14. What new ways of working can it encourage so that you can be more technically proficient?			
16	15. What have you learnt from the experience overall?			
17	16. Do you think people will rebel against the use of it?		Definitely older people - like boomers.	I think teachers will rebel, but many use it. Some teachers say we can use it for research.

Notes: Google Sheets. Yellow filled areas highlight key results for discussion

Appendix 19. Table 4. Group Discussion (KCL): Findings of Attitudes Towards ChatGPT Partnership (3 students)

Aspect	Student 1 (Sceptical)	Student 2 (Neutral)	Student 3 (Supportive)
Frequency of ChatGPT Use	ChatGPT reduces originality	ChatGPT can be helpful but should not replace thinking	ChatGPT is a useful tool for idea development
Usefulness	Minimal use, prefers independent idea generation	Found <i>The Challenger</i> role effective, but <i>The Reasoning Tool</i> weak	Used ChatGPT for theme-based idea generation and self-reflection
ChatGPT / Creativity	ChatGPT removes personal ownership of ideas	Prefers student-led creativity but sees some ChatGPT benefits	Believes ChatGPT and student ingenuity should 'work together'
Future of ChatGPT	Predicts newer technology will replace ChatGPT	Prefers student-led creativity but sees some ChatGPT benefits	Thinks ChatGPT will be fully integrated, as most students already use it

Note: Table is presented to display comparisons of student attitudes towards between ChatGPT Partnership (KCL)

Appendix 20. Table 5. Results Comparison of Student Group Discussions (AUP/KCL)

Aspect	Arts University Plymouth	King's College Latvia
General Approach to ChatGPT in Education	Students expressed some scepticism about the use of ChatGPT, particularly its ability to replace original creative thought. The concern was mainly about ChatGPT providing ideas that could feel too generic, undermining the authenticity of their creative work.	Similar scepticism was observed, with students expressing reservations about ChatGPT taking over their thought processes. There was a focus on originality and whether ChatGPT could truly contribute to the creative process. The students were more inclined to retain control over their work and to view ChatGPT as a supplementary tool rather than a primary creator.
ChatGPT's Impact on Critical Thinking	The students questioned whether ChatGPT helps to enhance or diminish their critical thinking. They suggested that while it could aid in mind mapping, it did not push them to critically analyse their own work as much as they would like.	Similarly, students indicated that while ChatGPT helped them generate ideas, it did not necessarily help them critically engage with the ideas. They suggested that more persuasive and questioning roles would be beneficial in challenging their thinking.
Use of ChatGPT in the Creative Process	The students highlighted ChatGPT as a useful tool for generating ideas and assisting in organising their thoughts. However, there was concern that the ChatGPT might reduce their personal input and creative engagement with the process.	Some students mentioned using ChatGPT for more practical aspects, like improving the conceptual groundwork of their art projects. They saw it as an assistant that could provide a framework or suggest areas for development but still needed student input for expanded execution.
Student Roles and partnership with ChatGPT	Students seemed to view ChatGPT as a useful partner, especially when it took on roles like <i>The Challenger</i> , where it offered critical feedback. However, some felt that it did not challenge them enough in terms of providing broader prompts for analysis.	Students preferred <i>The Challenger</i> role, seeing it as helpful for pushing their ideas and forcing them to think more critically. The concern was that while ChatGPT could help with this, its questioning might not be persuasive enough to get them to critically rethink their creative decisions.
Human vs. Machine Partnership	Students were more open to the idea of combining ChatGPT with student ingenuity, believing that the partnership could yield better results if both sides (ChatGPT and student) contributed their unique strengths.	One student argued that the human brain should remain separate from ChatGPT, emphasising the differences between biological inventiveness and ChatGPT. They seemed wary of AI becoming too integrated into the creative process.
ChatGPT as a Tool for Creativity	Students were more comfortable using ChatGPT throughout the creative process, seeing it as a valuable resource at various stages of their projects.	Students seemed to feel that ChatGPT might help in the early stages of creative work, but expressed concerns about it interfering with deeper creative exploration.

Note: Table is presented to display comparisons between the Arts University Plymouth and King's College Latvia

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