Exploring Undergraduate Students'Use of AI for Academic Presentations in Higher Education

In higher education, AI tools are increasingly used to support idea generation, content organization, language improvement, and presentation design. However, despite this growing use, limited research has focused specifically on how students employ AI in developing academic presentations and how they perceive its benefits and challenges. This study aims to investigate students'use of AI in presentation development, with particular attention to their patterns of use, perceived usefulness, perceived ease of use, behavioral intention, and concerns related to critical thinking and academic transparency.

This study employed a quantitative survey design. Data were collected through a questionnaire administered to undergraduate students who had experience using AI tools to prepare academic presentations. The questionnaire explored students'demographic background, prior experience with AI, frequency of use, purposes for using AI, preferred tools, estimated level of dependence on AI, and their perceptions across key attitudinal dimensions. Descriptive statistical analysis was used to identify major trends and patterns in the responses.

The findings indicate that AI has become a regular support tool in students'presentation preparation. Students reported using AI most frequently for brainstorming ideas, organizing content, paraphrasing, improving grammar, and increasing efficiency. Overall, the participants expressed positive perceptions of AI's usefulness and ease of use, and many showed a strong intention to continue using AI in future presentation tasks. At the same time, the results reveal important concerns. Some students reported uncertainty about disclosing AI use and acknowledging AI support appropriately, while others indicated possible risks related to overreliance and reduced critical engagement.

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Track Classification: Technology and Digital Support for ESL Development