

ABSTRACT

This master's thesis concerns using artificial intelligence by six-year grammar school students when composing short essays on assigned biological topics. The issue is very current and discussed by the general public as a forthcoming change for education and, consequently, for society altogether.

Therefore, the thesis aims to describe how grammar school pupils work with artificial intelligence, how often and for what purposes they use it, what trials and errors may simultaneously arise, and to analogise the constructed papers from various viewpoints. In accordance with the thesis's objective, a total of six research questions are formulated, which are answered in the thesis. Based on the answers to the research questions, two out of three established hypotheses are disproved.

Mixed research combining quantitative and qualitative approaches is conducted to answer the research questions and test the suppositions. During lectures, students are assigned to create an essay on one of three biological topics (cell structure, plant reproduction, and amphibians in the Czech Republic) using internet resources and artificial intelligence. These writings are analysed using the open coding method based on grounded theory. The second segment is a questionnaire focusing on students' use of artificial intelligence.

The research indicates that not all students use artificial intelligence when working on an essay or elsewhere. How artificial intelligence is used varies, as does the execution of the essays to some extent. Based on the degree and manner of AI usage, students are divided into five categories, which are compared with each other. Artificial intelligence brings advantages and disadvantages, which many students know, leading them to use less than anticipated.

KEYWORDS

Artificial intelligence, chatbot, paper writing, student skills, word processing, working with information