

Anexo I. Registro del Título del Trabajo Fin de Grado (TFG)

NOMBRE DEL ALUMNO: Clara Lantero Oraa

PROGRAMA: E2 Bilingüe

GRUPO:

FECHA: 22/10/2024

Director Asignado: Fernández Fernández, José Luis
Apellidos Nombre

Título provisional del TFG:

THE PSYCHOLOGICAL IMPACT OF CHATBOTS

ADJUNTAR PROPUESTA (máximo 4 páginas: Índice provisional, objetivos, metodología y bibliografía)

Firma del estudiante:



Fecha: 22/10/2024

Interest:

The aim of my bachelor's thesis is to explore the psychological effects of artificial intelligence, particularly focusing on chatbots and its implications in students. I am genuinely interested in topics related to the Fourth Industrial Revolution, as I believe it is one of the most relevant and fascinating subjects nowadays. Although extensive research has been conducted on chatbots, there is still a noticeable gap of social awareness regarding its implications. After moving to the United States to complete the final two years of my bachelors' degree, I immersed myself in the American educational system, which is widely based on homework and open-internet tests. This structure offers students greater flexibility in using chatbots, in comparison to the Spanish system of ICADE. As a matter of fact, I experienced first-hand insight into the psychological impact of chatbot misuse.

Objectives:

1. Analyze the development of chatbot technology, tracing the progression of the model.
2. Explore the different concerns of cyberethics, focusing on chatbots and its integration in the education field.
3. Study the psychological effects of chatbot misuse on students, including the potential for increased anxiety, stress, dependency, and other mental health concerns.
4. Design and analyze a comprehensive student survey as well as conduct an expert interview with a psychologist, to obtain first-hand unique data about the psychological effects of chatbots.
5. Analyze how prolonged exposure to chatbots influences the character of future leaders, focusing on the capability to make independent decisions and maintaining self-confidence and self-esteem in pressure settings.
6. Provide a clear explanation and compelling tone throughout the thesis in order to raise awareness about the risks of chatbot usage, as well as provide specific tools for a more conscious and balanced approach to artificial intelligence in educational settings.

Methodology:

In order to conduct my bachelor's thesis, I will utilize both quantitative and qualitative methods. Firstly, I will perform an in-depth review of press articles, academic journals, case studies, books, and podcasts that explore the psychological effects of chatbots. Secondly, I will develop a survey to gather data on student's usage patterns and perception of chatbots in their academic performance and mental well-being. Lastly, I will conduct an interview with a psychologist to gain expert insights and unique cases illustrating the effects of artificial intelligence in their patients.

Index:

1. Introduction
 - 1.1) Topic selection reasoning
 - 1.2) Objectives
 - 1.3) Methodology
 - 1.4) Structure

2. Theoretical Framework
 - 2.1) The Fourth Industrial Revolution
 - 2.2) Cyberethics and digital humanism
 - 2.3) Difference between information and knowledge
 - 2.4) Relationship between autonomy and self-esteem

3. Psychological Effects of chatbots
 - 3.1) Reduction of critical thinking
 - 3.2) Effects on personal autonomy
 - 3.3) Relationship between self-efficacy and self-esteem

4. Long Term Consequences
 - 4.1) Dissatisfaction generated by dependence
 - 4.2) Existential void in a world dominated by artificial intelligence
 - 4.3) The development of a weak generation

5. Proposals
 - 5.1) Strategies for a balanced use of artificial intelligence
 - 5.2) The role of educational institutions

6. Conclusions

7. Bibliography

Bibliography:

- Atkins, O. Chat GPT: A Creative Tool Or A Threat To Human Creativity? *Creative Salon*. <https://creative.salon/articles/features/qotw-chatgpt-creative-tool-threat-to-creativity>
- Birtchnell, J. (1984). Dependence and its relationship to depression. *British Journal of Medical Psychology*, 57(3), 215-225. <https://pubmed.ncbi.nlm.nih.gov/6487552/>
- Signh, S., & Misra, V. (2023). Chat GPT and mental health: Friends or foes? *Journal of AI Ethics*, 5(4), 345-356. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10867692/>
- Pérez, J. (2011, 31 de julio). Más información, menos conocimiento. *El País*. https://elpais.com/diario/2011/07/31/opinion/1312063211_850215.html
- Hawkins, A. J. (2023, enero 5). What is Chat GPT? Everything you need to know about OpenAI's chatbot. *Business insider*. <https://www.businessinsider.com/everything-you-need-to-know-about-chat-gpt-2023-1>
- Martínez Adanondo, J. (2023, octubre 20). La información es inútil sin conocimiento. LinkedIn. <https://www.linkedin.com/pulse/la-informaci%C3%B3n-es-in%C3%BAtil-sin-conocimiento-javier-mart%C3%ADnez-aldanondo/?trackingId=%2F8Kotk%2BATGGJnh%2FuRNG70Q%3D%3D>