


Chapter 5


Exploratory Study of Perceptions on Generative Artificial Intelligence Applications in Tutorial Action Within University Education

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ABSTRACT

This study explores the perceptions of the tutor team from the Tutorial Action Program at the University of Alicante on the usefulness of generative artificial intelligence (GenAI) applications in tutorial action and an assistant created in ChatGPT. Quantitative and qualitative data were collected in a survey of 40 tutors at the 9th PAT Conference. Results show a positive perception of GenAI and the assistant, highlighting their potential to improve efficiency, accessibility, and personalized student attention. However, concerns were identified such as data protection, content accuracy, and opacity of AI's training sources. The study reveals a widespread interest in and positive attitude towards the future use of GenAI and the assistant. Nonetheless, clear usage policies and control of AI's knowledge sources are needed

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to ensure ethical and secure implementation. This work lays the groundwork for implementing an AI assistant, suggesting future research with larger, diverse samples and exploring new GenAI functionalities in educational contexts.

INTRODUCTION

The advent of generative artificial intelligence (GenAI) in the educational sphere triggered a wide range of reactions, both positive and negative. It also fostered the initiation of various lines of research and the publication of numerous studies (Hwang, 2023; Kaplan-Rakowski et al., 2023; Lee et al., 2024; Su y Yang, 2023). Additionally, literature reviews recently emerged, allowing us to discern the main research trends in this field (Marchena et al., 2024; Yusuf et al., 2024). For instance, García-Peñalvo (2024) identifies four principal lines related to three groups: educators, students, and academic authorities. These lines include the positive impact of GenAI, the risks and threats associated with its use, best practices in its implementation, and future challenges. Most of these studies focus on the use of GenAI within the classroom, specifically in teaching and learning processes. However, recent works started to explore GenAI applications outside the classroom, in areas such as management (Chiu, 2023), educational planning (Ahmad, 2023; Zhai, 2024), and tutorial action, which is the focus of this article.

In recent years, several studies have reinforced the potential of generative AI in diverse educational contexts, including international experiences across different levels and disciplines (Lee et al., 2025; Pack, 2023; Susnjak, 2022; Zhai, 2022). These investigations highlight both the utility of AI in tutoring and academic guidance (Carbonell et al., 2024; García & Lonngi, 2024; Lima & Silva, 2022) and the ethical and privacy challenges it presents (UNESCO, 2021). Furthermore, the adoption of these tools has been explored in countries with highly diverse cultural and technological realities, prompting a broader global discussion on their implementation (Al-Zahrani, 2023; Okonkwo & Ade-Ibijola, 2021; Zhou, 2024).

In the university context, tutorial action is defined as a set of advisory and support activities provided to students to facilitate their integration and their academic and personal development, oriented towards their professional future (Aguilera, 2019). Tutorial action aims to create an inclusive and equitable educational environment where all students can reach their full potential (Hernández-Amorós et al., 2023). In Spanish universities, tutorial action has been established as an essential practice to ensure academic success and student well-being. Institutions have developed tutorial action programs that address the specific needs of students, promoting inclusion and equal opportunities (Venegas-Ramos & Sallán, 2018). Internationally, tutorial action has also gained prominence. Universities around the world implement similar

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