



An Analysis of Artificial Intelligence Tools Used by Data Science Students

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Abstract

This research paper discusses the use of Artificial Intelligence (AI) tools by Data Science students and examines their applications, benefits and challenges in academic learning. Artificial Intelligence is playing a growing role in modern technology in education, particularly in Data Science, where students regularly work with programming, data analysis, problem-solving and research activities. The availability of AI-based tools such as ChatGPT, Gemini, Claude and GitHub Copilot has provided students with new ways to understand concepts, generate ideas, write and explain code, identify programming errors, conduct research and improve their academic productivity.

The research focuses on understanding how Data Science students use different AI tools according to their academic requirements and the purposes for which these tools are preferred. It covers applications such as coding assistance, debugging, learning technical concepts, generating examples, research support, data-related problem-solving and content preparation. The study also examines the benefits of using AI tools, including faster access to information, learning support, improved productivity and assistance in understanding complex topics. Along with these benefits, the research considers challenges such as inaccurate or misleading information, limitations in understanding context, overdependence on AI-generated solutions and reduced involvement in independent thinking. The study further focuses on the academic and

ethical concerns related to the use of AI tools. Excessive or inappropriate use of AI-generated content may raise concerns regarding academic integrity, originality, authorship, privacy and responsible use of technology. For this reason, it is important to understand how these tools should be used responsibly. AI tools is important to maintain a balance between technological assistance and students' own learning and skills. This study follows a descriptive research approach and is based on secondary data collected from research papers, journals, academic publications and reliable online sources. Overall, the research aims to provide an understanding of the growing use of AI tools among Data Science students, their applications, benefits and limitations, while highlighting the importance of responsible and effective use of AI in Data Science education.

Keywords: Artificial Intelligence, AI Tools, Data Science Students, AI in Education, Generative AI, ChatGPT, Google Gemini, Claude, GitHub Copilot, AI Coding Tools, AI Research Tools, Machine Learning, Data Analysis, Academic Learning, Student Productivity, AI-Assisted Learning, Academic Integrity, Ethical AI, Responsible AI, AI Dependence, AI Limitations

1. INTRODUCTION

Artificial Intelligence (AI) is becoming a common part of education and is being used by students for learning and completing different academic activities. With the growth of Generative AI, students can now use AI tools to get explanations, ideas and assistance through simple questions or instructions. This has become especially useful for Data Science students, as their academic work includes coding, statistical analysis, machine learning concepts,



data-related tasks and research activities

There are many AI tools available today, such as ChatGPT, Gemini, Claude and GitHub Copilot. Data Science students can use these tools to understand difficult topics, write and check code, find errors, solve problems and get ideas for assignments and projects. AI-based research tools can also help students search for information, understand research papers and prepare content. These uses can make learning easier and help students complete some tasks in less time.

At the same time, the use of AI tools has some limitations and challenges. The information provided by AI may not always be correct or complete, so students need to verify important information before using it. Another major concern is **overdependence on AI tools**, where students may start relying on AI for most of their academic work instead of developing their own understanding and problem-solving skills. Excessive use of AI may reduce independent learning and critical thinking. Along with these issues, the use of AI in academic work has raised concerns about originality, plagiarism, authorship, privacy and ethical use.

This research paper focuses on how Data Science students use AI tools and the different purposes for which they use them. It examines the benefits of AI tools in learning, coding and research, along with their limitations, overdependence and other challenges. The study also considers academic integrity, ethical concerns and responsible use of AI. The research follows a descriptive approach based on secondary data collected from research papers, journals, academic publications and other reliable sources. Through this analysis, the paper aims to understand the growing role of AI tools in Data Science education and the importance of using them in a balanced and responsible manner.

2. LITERATURE REVIEW

In recent years, Artificial Intelligence (AI) has gained greater importance in the field of education. Researchers have examined how Generative AI tools are being used to support students in different academic activities. Several researchers have studied the use of Generative AI tools such as ChatGPT and AI-based coding assistants in higher education. Existing studies mainly focus on student learning, programming support, academic performance, benefits, limitations and the responsible use of AI.

[1] **Almasri (2024)** conducted a systematic review of empirical research on the use of Artificial Intelligence in science teaching and learning. The study examined how AI is being used in different areas of science education and discussed its impact on teaching, learning and assessment. The review shows that AI is becoming an important part of modern education and has the potential to support learning activities. This study provides a broader understanding of the role of AI in education and is relevant to the present research because Data Science is closely connected with science, computing and technology-based learning.

[2] **Chan and Hu (2023)** studied university students' perceptions of Generative AI tools, particularly ChatGPT. Their study was based on a survey of 399 undergraduate and postgraduate students and examined students' familiarity, perceived benefits, challenges and willingness to use these technologies. The findings showed generally positive perceptions of Generative AI, while students also identified concerns related to its limitations and appropriate use. This study is useful for understanding why students adopt AI tools and how they perceive their role in academic learning.

[3] **Baig and Yadegaridehkordi (2024)** conducted a systematic literature review on ChatGPT in higher education. Their research examined the different applications of ChatGPT and found that the tool is being used for several purposes by students, researchers and academic staff. The study also highlighted the need for further research into the ways ChatGPT is adopted and used in educational settings. This research is relevant to the present study because it supports the analysis of different purposes for which students use AI tools in education.

[4] **Browning, Bustard, Anderson and Galway** examined the use of ChatGPT in a postgraduate Data Science course. Their study focused on the pedagogical use of Generative AI in a data analysis course and considered its effects on student engagement, learning efficiency, analytical abilities and decision-making. The study is



particularly relevant to the present research because it directly connects Generative AI with Data Science education and shows how AI can be incorporated into Data Science learning activities.

[5] **Letteri and Vittorini (2025)** studied the use of AI-generated approaches for providing feedback in Data Science education. The researchers focused on the challenges faced by students in Data Science and examined how AI-generated feedback could support their learning. This study is directly related to the present research because it demonstrates the use of AI within Data Science education rather than only studying AI in general higher education.

[6] **Kohen-Vacs, Usher and Jansen (2025)** examined the integration of Generative AI tools into programming education. Their research focused on student perceptions and the difficulty of identifying and correcting errors in AI-generated outputs. The study highlights that AI can assist students in programming, but students still need the ability to examine and correct AI-generated solutions. This is important for Data Science students because programming and technical problem-solving are major parts of their education

[7] **Gardella, Pettit and Riggs (2024)** Investigated the performance, workload, emotions and self-efficacy of novice programmers using GitHub Copilot. The study found that the AI coding assistant improved programming efficiency and reduced effort and mental workload in the study setting. However, the research also indicated that simply providing an AI tool does not automatically solve difficulties faced by struggling students. This study supports the present research in analysing AI coding tools as well as their benefits and limitations for students.

[8] **Zhai, Wibowo and Li (2024)** conducted a systematic review on the effects of over-reliance on AI dialogue systems on students' cognitive abilities. The review examined research related to decision-making, critical thinking and analytical reasoning. The authors reported concerns that excessive dependence on AI-generated answers may encourage students to accept suggestions without sufficient evaluation. This study is highly relevant to the present research because overdependence on AI is one of the important challenges being examined among students.

[9] **Lo, Hew and Jong (2024)** reviewed 72 empirical studies on the influence of ChatGPT on student engagement. Their review found evidence of both engagement and disengagement associated with ChatGPT use. The researchers also identified concerns related to academic dishonesty, incorrect information, reduced critical thinking and overreliance. This study shows that the effect of AI tools on students is not limited to benefits and should also be considered from the perspective of learning behaviour and responsible use.

[10] **Gruenhagen et al. (2024)** examined the use of Generative AI for assessment assistance among 337 Australian university students. The research found that more than one-third of the students surveyed had used a chatbot to assist with an assessment. The study also showed that students did not always consider such use to be a violation of academic integrity. The findings highlight the need for clear guidelines regarding the ethical and academically honest use of AI tools in higher education

Overall, the reviewed studies show that AI tools can support students in learning, programming, research, problem-solving and other academic activities. At the same time, the literature identifies important concerns such as inaccurate information, AI-generated errors, overdependence, reduced critical thinking and academic integrity issues.

Most existing studies focus on ChatGPT, Generative AI or general higher education, while comparatively less attention is given to the combined use of different AI tools by Data Science students. There is also a need to understand how students use these tools for coding, data analysis, research and academic tasks.

The reviewed literature also shows that AI tools can make academic tasks easier and provide quick support to students. However, effective use of these tools requires proper understanding, verification and responsible decision-



making. Students need to maintain a balance between AI assistance and their own knowledge and skills. Thus, the existing literature provides a strong foundation for studying the growing use of AI tools among Data Science students and identifying areas that require further research.

Therefore, the present research focuses on AI tools used by Data Science students and analyses their applications, benefits, limitations, overdependence and responsible use. The study aims to provide a broader understanding of the role of AI tools in Data Science education.

3. RESEARCH GAP

The review of existing studies shows that Artificial Intelligence tools are becoming increasingly useful in higher education. Researchers have studied the use of Generative AI for learning, programming, research and academic activities. Several studies have also discussed the benefits of AI tools, along with concerns related to accuracy, academic integrity, critical thinking and overdependence. However, many existing studies focus mainly on general university students or on a single AI tool, particularly ChatGPT. Comparatively less attention has been given to understanding the use of multiple AI tools together from the perspective of Data Science students. Tools such as ChatGPT, Gemini, Claude, GitHub Copilot and AI research tools are used for different academic purposes, but their combined applications and benefits have not been sufficiently discussed in one study. Another area that requires further attention is the balance between the benefits of AI and its possible challenges. Existing research discusses issues such as inaccurate information, AI-generated errors, academic dishonesty and dependence on AI, but these aspects can be examined together in the specific context of Data Science education.

Therefore, the present study focuses on the use of different Artificial Intelligence tools by Data Science students. It aims to analyse their applications, purposes of use, benefits and limitations, while also examining overdependence, academic integrity, ethical concerns and responsible use. This provides a focused understanding of how AI tools are being used in Data Science education and the challenges that students may face while using them.

Areas to focus:

The present study focuses on the following areas to understand the use of Artificial Intelligence tools among Data Science students:

1 Awareness and Usage

To understand students' awareness of different AI tools and how frequently they use them for academic activities.

2 Purpose of Use

To identify the main reasons for using AI tools, such as learning concepts, coding, debugging, research, data analysis and assignment preparation.

3 Benefits

To examine how AI tools support students by improving learning, saving time, providing explanations and increasing productivity.

5 Challenges and Limitations

To study issues such as inaccurate information, AI-generated errors, limitations of AI tools and difficulties in verifying AI-generated responses.

6 Overdependence on AI

To examine whether excessive reliance on AI tools can affect students' independent learning, critical thinking, problem-solving abilities and understanding of concepts.

7 Responsible Use

To examine academic integrity, originality, plagiarism, privacy, ethical concerns and the importance of using AI tools responsibly in education.



4. RESEARCH OBJECTIVES

The objectives of this study are designed to understand how Data Science students use Artificial Intelligence tools in their academic activities. The study focuses on their usage, purposes, applications, benefits and challenges, along with overdependence, academic integrity and responsible use of AI.

The main objectives of this study are:

1. To identify the major Artificial Intelligence tools used by Data Science students.
2. To understand the level of awareness of AI tools among Data Science students.
3. To identify the different purposes for which students use AI tools.
4. To examine the applications of AI tools in learning, coding, research and data-related activities.
5. To analyse the benefits of AI tools in improving learning and academic productivity.
6. To identify the limitations and accuracy-related issues of AI-generated information.
7. To examine the problem of overdependence on AI tools among students.
8. To study the possible effects of excessive AI use on independent thinking and problem-solving skills.
9. To examine academic integrity and ethical concerns related to the use of AI tools.
10. To understand the importance of responsible and balanced use of AI tools in Data Science education.

5. RESEARCH METHODOLOGY

This study follows a descriptive research approach to understand the use of Artificial Intelligence tools among Data Science students. The research mainly focuses on how students use AI tools, the reasons for using them, their benefits and the challenges associated with their use.

1 Research Type

The study is based on descriptive research. It describes the existing use of AI tools among Data Science students and examines different aspects such as applications, benefits, limitations, overdependence and responsible use.

2 Data Used

The study is based mainly on secondary data. Information has been collected from published research papers, academic journals, conference papers, educational publications and reliable online sources.

3 Data Collection

Relevant literature was collected by searching for research related to Artificial Intelligence in education, Generative AI, student learning, AI coding tools, Data Science education, academic integrity and responsible AI use.

4 Data Analysis

The collected information was reviewed and compared to identify common findings, benefits, limitations and concerns related to the use of AI tools by students. The findings were organised according to the major areas of the study.

5 Scope of the Study

The study focuses on AI tools commonly used for academic purposes, including ChatGPT, Gemini, Claude, GitHub Copilot and AI-based research tools. It considers their use in learning, programming, research, data-related activities and academic work.



6 Key Areas Examined

The research examines awareness and usage, purpose of use, applications, benefits, limitations, accuracy of AI-generated information, overdependence on AI, academic integrity, ethical concerns and responsible use.

7 Sources of Information

The major sources used for the study include academic research papers, journals, conference publications, institutional reports and reliable online academic resources. Preference was given to relevant and recent studies related to AI and education.

8 Research Focus

The study does not develop or test a new AI model. Instead, it analyses existing research and information to understand the role of AI tools in Data Science education and the experiences and concerns associated with their use.

9 Limitations of the Methodology

Since the study mainly uses secondary data, the findings depend on the availability and quality of existing research. The study does not represent the personal experiences of every Data Science student and may not cover every AI tool available in the market.

10 Overall Method

The research follows a systematic process of collecting relevant literature, reviewing existing findings, identifying common patterns and organising the information according to the objectives of the study. This approach helps provide a clear understanding of the applications, benefits and challenges of AI tools in Data Science education.

6. AI TOOLS USED BY DATA SCIENCE STUDENTS

Data Science students use different AI tools for learning, programming, research, data analysis and solving academic problems. Each tool provides different types of support depending on the student's requirement.

1 ChatGPT

ChatGPT is a Generative AI tool used for explanations, problem-solving, coding support and academic assistance. Students can use it to understand concepts and explore different solutions.

2 Google Gemini

Gemini is an AI assistant that can help students with explanations, information search, content generation and problem-solving. It can be useful for learning and exploring technical topics.

3 Claude

Claude is a Generative AI assistant that supports text analysis, explanations, coding and content-related tasks. Students can use it to understand complex topics and review academic material.

4 GitHub Copilot

GitHub Copilot is an AI coding assistant that provides code suggestions and helps complete programming tasks. It can support Data Science students while writing and debugging Python and other code.

5 Microsoft Copilot

Microsoft Copilot provides AI assistance for information searching, content creation, analysis and productivity tasks. Students can use it for academic work, explanations and preparing content.

6 AI Research Tools

AI and research-support tools help students find academic information, manage references, check writing and organise research material. Some commonly used tools include:-



Elicit -

Elicit is an AI-powered research tool designed to help users find and analyse academic papers. It can assist students in literature searches and understanding research findings.

Zotero -

Zotero is a reference management tool used to collect, organise and cite research sources. Students can use it to manage papers and prepare references for research work.

Mendeley -

Mendeley helps students organise research papers, manage references and create citations. It can be useful while preparing literature reviews and research papers. **Grammarly -**

Grammarly provides AI-based writing suggestions related to grammar, clarity and readability. Students can use it to improve the language of academic writing. **Turnitin -**

Turnitin is an academic integrity and similarity-checking tool used to identify matching text in submitted work. It can help students and institutions review originality and citation practices.

Plagiarism Checking Tools

Plagiarism checking tools help students identify similar or copied content in assignments, reports and research papers. Tools such as Plagiarism Checker **Turnitin, iThenticate, Copyleaks, Scribbr and PlagScan** can be used to check text similarity and improve originality before submission.

7 PROBLEMS

The use of AI tools provides useful support to Data Science students, but it also creates certain problems and challenges. These issues can affect learning, academic work and the development of students' own skills.

1 Inaccurate Information

AI tools may sometimes provide incorrect, incomplete or outdated information. Students may face problems if they use such information without verification.

2 AI-Generated Errors

AI tools can generate incorrect code, calculations or technical explanations. Students need to check the output before using it in their academic work.

3 Overdependence on AI

Excessive use of AI may make students dependent on tools for solving problems and completing tasks. This can affect their independent learning and problem-solving abilities.

4 Reduced Critical Thinking

If students regularly accept AI-generated answers without analysing them, their ability to think, evaluate and solve problems independently may be affected.

5 Academic Integrity

Using AI-generated content directly in assignments and projects can create concerns related to originality, plagiarism, authorship and academic honesty.

6 Privacy and Data Security

Students may enter personal, academic or project-related information into AI tools. This can create concerns about privacy and the protection of sensitive information.

7 Lack of Understanding

Students may use AI-generated code or answers without fully understanding how they work. This can create difficulties when they need to explain or apply the concepts independently.



8 Difficulty in Evaluating AI Responses

Students may find it difficult to judge whether an AI-generated answer is correct or reliable, especially when they have limited knowledge of the topic.

9 Lack of Original Ideas

Excessive use of AI for assignments, projects and content generation may reduce opportunities for students to develop their own ideas and creative approaches.

10 Technical Limitations

Different AI tools may have limitations such as restricted features, limited access, incomplete context or difficulty handling complex Data Science problems. These limitations can affect the usefulness of the generated output.

8. SOLUTIONS

The problems related to AI tools can be reduced through careful and responsible use. Students should use AI as a supporting tool while continuing to develop their own knowledge, skills and understanding.

1 Verify AI-Generated Information

Students should cross-check AI-generated information using textbooks, research papers, official websites and other reliable sources before using it.

2 Use AI as a Learning Assistant

AI tools should be used for understanding concepts, getting explanations, generating ideas and improving learning instead of directly copying the answers.

3 Develop Independent Skills

Students should regularly practise coding, data analysis, statistics and problem-solving without depending completely on AI tools.

4 Maintain Academic Integrity

Students should follow college guidelines for AI use and maintain originality in assignments, projects and research work. AI-generated content should not be presented as completely their own work.

5 Check and Test AI-Generated Code

Students should understand, test and verify AI-generated code before using it. Any errors should be identified and corrected based on their own knowledge.

6 Protect Personal and Academic Data

Students should avoid sharing passwords, personal information, confidential documents and sensitive project data with AI tools.

7 Compare Multiple Sources

Important information should be compared with multiple reliable sources instead of depending on a single AI-generated response.

8 Encourage Original Thinking

Students should first try to develop their own ideas and solutions before taking assistance from AI. This can help maintain creativity and independent thinking.

9 Understand AI Limitations

Students should be aware that AI tools may have limitations in accuracy, context and technical understanding. AI output should therefore be treated as assistance rather than always as a final answer.

10 Maintain a Balanced Use of AI

Students should maintain a balance between AI assistance and their own efforts. Regular practice, critical thinking and independent learning can help reduce overdependence on AI tools.

9 DISCUSSION

The use of Artificial Intelligence tools has become an important part of the learning process for many Data Science students. The reviewed studies indicate that tools such as ChatGPT, Gemini, Claude and GitHub Copilot can provide support in understanding technical concepts, writing and debugging code, conducting research and solving



academic problems. These tools can make it easier for students to access explanations and assistance when working on difficult topics. The findings also show that the usefulness of AI depends on how students use these tools. AI can save time and provide quick support, but the information generated by these tools may not always be accurate. In technical subjects such as programming and Data Science, even a small error in code, logic or information can affect the final result. Therefore, students need to check and understand the responses before applying them.

Another important issue is the possibility of overdependence on AI. When students use AI for every problem, they may get fewer opportunities to practise independent thinking and problem-solving. Data Science requires practical skills, logical reasoning and the ability to analyse data, which cannot be developed only by accepting AI-generated solutions. Regular practice and personal understanding therefore remain important. The use of AI also creates concerns related to academic integrity. Students may be tempted to use AI-generated content directly in assignments or projects without making sufficient changes or understanding the material. This can affect originality and learning outcomes. At the same time, AI tools can be used positively when students use them to understand concepts, improve their work, identify errors and explore different approaches.

Overall, the discussion suggests that AI tools have both useful and challenging aspects in Data Science education. Their value depends largely on the purpose and manner in which they are used. A balanced approach, where AI provides assistance while students remain responsible for understanding, verifying and completing their work, can help make AI a useful part of Data Science learning. The use of AI should support students in developing their knowledge rather than replacing their efforts. Students should continue to practise coding, data analysis, research and problem-solving independently while using AI when additional support is needed. This can help them gain the benefits of AI without becoming overly dependent on it. The discussion also highlights the need for awareness about responsible AI use among Data Science students. Proper verification, originality, privacy and academic responsibility are important when using AI tools for educational purposes. With the right balance between technology and individual effort, AI can contribute positively to the learning experience and future development of Data Science education.

10. CONCLUSION

Artificial Intelligence tools are becoming an important source of support for Data Science students in learning, programming, research and other academic activities. Tools such as ChatGPT, Gemini, Claude and GitHub Copilot can help students understand concepts, solve problems, generate ideas and improve their productivity.

At the same time, AI tools have certain limitations. Inaccurate information, coding errors, overdependence, reduced independent thinking and academic integrity concerns can create challenges when these tools are not used carefully. Students should verify AI-generated information and understand the content before using it in their academic work.

The study concludes that AI tools can be useful in Data Science education when they are used as learning support rather than as a replacement for students' own efforts. A balanced and responsible approach can help students benefit from AI while continuing to develop their technical knowledge, critical thinking and problem-solving skills.

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