

**Practice Flashcards — Use of artificial-intelligence tools and learning
motivation among undergraduate students: a quantitative survey study**

8 flashcards. Fold each card in half — front on top, answer underneath.

Q: Focus of AI in Higher Education research

A: Research tracks student usage patterns rather than the direct impact of AI on student motivation.

Q: Primary research question (RQ1)

A: Does the frequency of AI-tool use predict intrinsic motivation among undergraduate students?

Q: **Moderating variable (RQ2)**

A: The study examines whether the year of study moderates the relationship between AI use and intrinsic motivation.

Q: **Sample and methodology**

A: The study used a cross-sectional online survey of 200 undergraduates to analyze data via Pearson correlation and moderation analysis.

Q: **H1: AI use and intrinsic motivation**

A: The hypothesis that more frequent AI use leads to higher intrinsic motivation was supported by the data.

Q: **H2: The role of year of study**

A: Year of study moderates the effect, with first-year students showing a significantly stronger motivational benefit from AI use than advanced students.

Q: **Why do first-year students benefit more?**

A: AI tools provide scaffolding that reduces affective friction and cognitive load during the challenging transition into university study.

Q: **Limitations of the study**

A: The cross-sectional design prevents causal claims, and the reliance on self-reported usage data lacks objective verification through activity logs.