

Behaviors and attitudes of students and researchers toward AI in Taipei Medical University



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Object

In response to the university’s initiative to promote AI literacy, Taipei Medical University Libraries have launched a series of activities to encourage the application of AI. This questionnaire survey is one of these initiatives. This study aims to investigate the behaviors, attitudes, and literacy awareness regarding AI among the faculty, staff, and students of Taipei Medical University and its affiliated hospitals. The findings will serve as a reference for the library in formulating future AI promotion strategies and in making decisions on the acquisition of AI-related database functions.

Method

This study conducted an online survey in December 2025, distributed via email to faculty members, students, physicians, and staff of Taipei Medical University and its three affiliated hospitals. The questionnaire consisted of several sections, including background information (affiliation, college and role), usage behavior (AI tool name, purpose, frequency, and influencing factors), attitudes, and AI literacy awareness. The purpose of the survey was to understand the behaviors and attitudes toward AI among members of the TMU community and to enhance their basic understanding of AI tools.

Results

A total of 958 valid questionnaires were collected, with a response rate of 11.77%. As shown in Table 1, respondents were mainly from Shuang Ho Hospital (32.15%). Figure 1 showed that administrative staff accounted for the largest group (32.78%), followed by nursing personnel (24.63%). Among respondents, 94.57% had used generative AI tools, and 75.26% had paid for AI tools. The top five purposes for using AI tools were information gathering (75.05%), answering questions (62.63%), rewriting documents (58.98%), summarizing content (53.34%), and translation (51.77%) (Table 2). Cost (81.32%) and functionality (75.37%) were the main factors influencing the use of AI tools. As shown in Table 3, ChatGPT was the most commonly used AI tool (92.69%), followed by Gemini (61.9%) and Notebook LM (31%). For attitudes, literacy, and knowledge toward AI, respondents rated their agreement using a five-point Likert scale. Tables 4 and 5 showed that the mean score for understanding fundamental AI principles was relatively low (3.54), while other items almost scored above 4.2.

Conclusions

This study showed that generative AI tools had become widely adopted in TMU’s clinical and administrative units. espondents mainly used AI for information gathering, answering questions, and translation to improve work efficiency rather than replace human creativity. Cost and function were the major factors influencing AI adoption. Although respondents showed only moderate understanding basic principles of AI, they demonstrated high acceptance of and willingness to learn about AI. Most respondents were also aware of AI-related risks, including errors, bias, and privacy concerns, and recognized the need to verify AI-generated content in academic research, reflecting the initial effectiveness of AI literacy education in TMU. Therefore, TMULs should continue promoting AI literacy education, practical AI application courses, and academic AI tools in the future.

Table 1. Unit Distribution		
Department	Count	Percentage
Shuangho Hospital	308	32.15%
Taipei Medical University Hospital	195	20.35%
Taipei Medical University (Administrative Unit)	120	12.53%
Wanfang Hospital	111	11.59%
College of Medicine	50	5.22%
College of Nursing	38	3.97%
College of Pharmacy	32	3.34%
College of Medical Science and Technology	24	2.51%
College of Nutrition	24	2.51%
College of Oral Medicine	19	1.98%
College of Biomedical Engineering	12	1.25%
College of Management	11	1.15%
College of Public Health	8	0.84%
College of Humanities and Social Sciences	3	0.31%
Center For General Education	3	0.31%
Total	958	100.00%

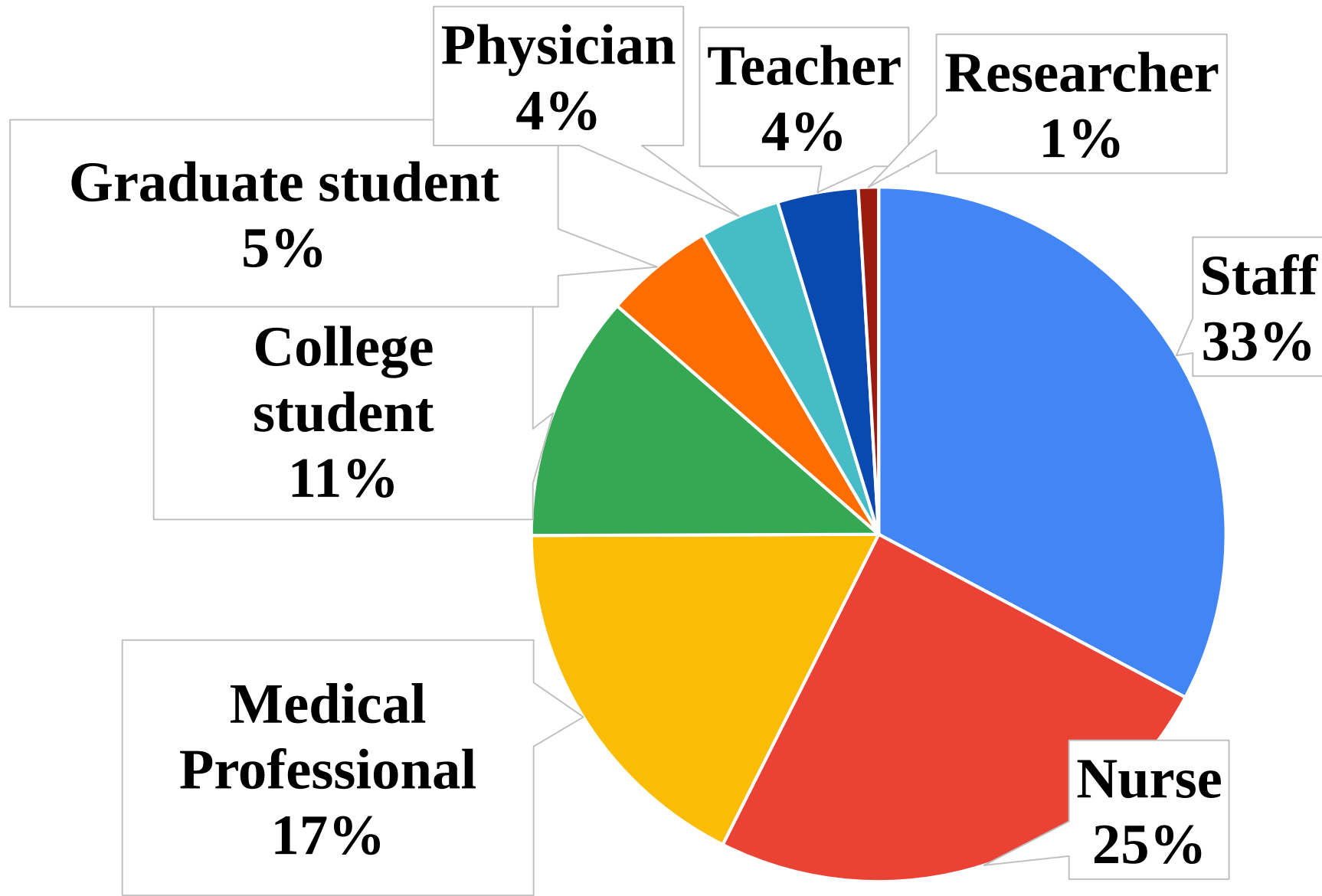


Figure 1. Position Distribution

Table 2 .Purpose of using AI tools		
Purpose	Count	Percentage
Collecting information	719	75.05%
Answering questions	600	62.63%
Rewriting/editing text	565	58.98%
Summarizing key points	511	53.34%
Translation or language polishing	496	51.77%
Drafting outlines	391	40.81%
Generating partial text	363	37.89%
Generating images or visual materials	334	34.86%
Creating charts	208	21.71%
Brainstorming research topics	126	13.15%
Writing code	121	12.63%
Directly generating full documents/assignments	84	8.77%

Table 3. AI tools have you used		
AI Tools	Count	Percentage
ChatGpt	888	92.69%
Gemini	593	61.90%
Notebook LM	297	31.00%
Canva AI	287	29.96%
Copilot	211	22.03%
Gamma	209	21.82%
Perplexity	203	21.19%
Scopus AI	69	7.20%
Suno	60	6.26%
Midjourney	58	6.05%
Elicit	48	5.01%
Never	39	4.07%
Research Rabbit	23	2.40%

Table 4. Attitude toward AI	
Items	Agreement Level
I understand the concepts and mechanisms of generative AI.	3.54
I am familiar with some well-known AI tools.	3.52
I am willing to learn AI tools to improve efficiency.	4.36
I believe using AI tools can improve efficiency	4.46

Table 5. AI Literacy & Knowledge	
Items	Agreement Level
I understand that AI-generated content may be inaccurate or contain hallucinations.	4.41
I understand that AI can be biased or wrong and must be verified.	4.55
I understand that copyright for AI-generated content is still unclear.	4.31
I understand that AI use should be properly disclosed.	4.25
I understand that generative AI is not the same as an academic database.	4.47
I understand that academic research requires verifying AI output or using academic databases.	4.49
I understand that personal and confidential data must be handled carefully when using AI tools.	4.57
I understand that I should avoid entering or uploading sensitive content to AI system.	4.56