

READING PROCESS WORKSHEET

GED0001

NAME: Antor, Co, Hipolito, Serna, Tukushima SECTION: TA02

TEXT TITLE: Student Perceptions of ChatGPT Use in a College Essay Assignment: Implications for Learning, Grading, and Trust in Artificial Intelligence DATE: 3/13/25

TEXT TYPE: SCIENTIFIC PAPER AUTHOR: Tossell et al.

I. PRE-READING (10 POINTS)

A. Complete the table with the headings, subheadings, and visual titles/descriptions from the text. Provide at least 2 entries for each column.

Headings	Subheadings	Title/Description of Visuals
Introduction	Related Work Importance of Student Perception Current Study	

B. Fill the table with information that you already know about the topic (K), you wonder about the topic (W), and you will learn after reading the text (L). Fill the L Column after reading the text. Provide at least 2 entries for each column.

K	W	L
<ul style="list-style-type: none">• There are no current laws regarding the use of AI.• ChatGPT is a large language model or LLM.• There are applications that check the text's perplexity to assess the likeliness of it being AI generated.	<ul style="list-style-type: none">• Is ChatGPT good for students and teachers?• Can artificial intelligence be trusted?• ChatGPT's effects on students' learning curve	<ul style="list-style-type: none">• Students see ChatGPT as a helpful learning tool.• Students do not trust the integration of ChatGPT in grading their assessments.• Students saw ChatGPT as a "cheating tool" but shifted their perception to a collaborative resource.

II. READING (30 POINTS)

A. Fill the table with specific details from the text and inferences that can be drawn from it. Provide at least 2 entries for each column.

Details from the Text	Plausible Inferences
A questionnaire was administered, revealing that students found the tool helpful for their	Students who have been using ChatGPT said that using it was helpful, but without verifying

studies and work. However, students also acknowledged that ChatGPT's answers were not always accurate.	its response may risk getting their work a failing grade.
over 50% of students reported that they were tempted to cheat using ChatGPT.	Over half of the students were tempted to use ChatGPT because of how easy it is to access and have their work done in a short amount of time, resulting in academic dishonesty.

- B. Figure out the meaning of the technical term from the text. Write the technical term, indicate the clue from the text, and use the term in your own sentence. Provide at least 2 entries for each column.

Technical Term	Context Clue (i.e., antonym, synonym, examples, description, word parts, definition or any clues in the text)	Use each technical term in a sentence
1. Artificial Intelligence (AI)	Artificial - Made or produced by a human being Intelligence - Ability to acquire and apply knowledge and skills An object created by humans that's capable of acquiring and applying knowledge.	Artificial Intelligence is one of the reasons why our world is becoming technologically more advanced as time goes by.
2. ChatGPT	Can provide students with immediate and personalized feedback, flexible learning, and accessibility	I will use ChatGPT's API in my next capstone because of its features.
3. Large Language models (LLMs)	Engineering students believe that large language models (LLMs) that power applications, such as ChatGPT, can change education for the better	There are now many Large Language models from many different developers in order to keep up with the AI-race.
4. Automated Writing Evaluation (AWE)	Can help teachers save time in assessing writing, encourage more writing practice, and complement writing instruction.	The Automated Writing Evaluation or AWE in Turnitin is such a drag, it flagged my legit essay.

5. AI-based tools	Enhance personalized learning, better support students with disabilities, and inclusivity, and help to make teaching and grading more efficient	I use AI-based tools to provide me support for my thesis paper.
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C. Supply the missing information below:

1. Topic of the text:
This article looked at the experiences of students before and after a writing assignment for an essay that called for the use of ChatGPT in an engineering undergraduate program.
2. Writer's opinion about the text's topic: The author stated that "Students See ChatGPT as a Collaborative Tool, Not Just a Cheating Aid." Although the authors acknowledge the promise of ChatGPT in education, they stress the need for human supervision, student accountability, and appropriate incorporation into classroom settings.
3. Support for writer's opinion (e.g., evidence such as facts, testimonies, examples, etc.):
 - a. Twenty-four undergraduate engineering students participated in the study, which employed a pre-post survey design. This demonstrated firsthand how students' perceptions of ChatGPT evolved following their use of it for an essay.
 - b. One student called it the "coolest assignment" but also acknowledged that ChatGPT is "nothing more than a tool."
 - c. Citing research on automated writing evaluation (AWE), the authors demonstrate that although students value AI feedback, they typically prefer human grading and feedback.

III. POST-READING (10 POINTS)

A. Answer the following rhetorical analysis guide questions.

1. What credentials does the author have which give him/her the authority to write about the topic of the text?
Chad C. Tossell et al., in their study "Student Perceptions of ChatGPT Use in a College Essay Assignment: Implications for Learning, Grading, and Trust in Artificial Intelligence," bring significant expertise to the topic. Dr. Tossell leads the Human and Sociotechnical Systems Research Program at the University of Colorado, Boulder, holds a Ph.D. in Human Factors/Human-Computer Interaction from Rice University, and has extensive experience in psychology, human-AI teaming, and systems engineering. His background as an educator, researcher, and former U.S. Air Force officer who was recognized with awards like the Bronze Star Medal underscores his authority in analyzing the role of AI in education.
2. After considering the author's profession and affiliation, what possible biases the author might have about the topic?
Considering the authors' professions and affiliations, possible biases might stem from their background in human-AI teaming and his leadership role in the Human and Sociotechnical Systems Research Program. His work focuses on advancing AI integration and

human-technology collaboration, which could lead to a more optimistic view of ChatGPT's educational potential while downplaying its drawbacks, like academic dishonesty or over-reliance on AI. Additionally, his military and engineering background might influence a preference for structured, performance-based outcomes, which could shape how he interprets student learning and trust in AI.

3. What is the purpose of the text, and how does the author accomplish that purpose? What evidence does the author use to support the main idea in the text?

The purpose of the text is to explore how college students perceive the use of ChatGPT in essay assignments, focusing on its impact on learning, grading, and trust in AI. Chad C. Tossell et al. accomplish this by examining student responses and analyzing the potential benefits and challenges of incorporating AI tools into education. The authors support their main idea with data collected from student surveys, providing insight into attitudes about ChatGPT's role in improving writing, its fairness in grading. They also draw on their expertise in human-AI interactions to contextualize the findings.

4. What specific idea/information in the text challenges or surprises you? Why?

One surprising idea in the text is that students' perceptions of ChatGPT shifted from viewing it as a "cheating tool" to seeing it as a collaborative resource but only with human oversight. This challenges the common assumption that students might fully embrace AI for convenience or reject it outright as dishonest. This shift highlights that students recognize both the potential and limitations of AI, which suggests they may be more thoughtful about academic integrity and technology than often assumed.

5. Is the style of writing suitable for the intended audience? Is it too formal or too casual? Why?

The writing style is formal and appropriate for the intended audience of educators and researchers. It uses technical terms and structured analysis to convey credibility and precision, which suits an academic setting. A casual style would undermine the research study's authority and clarity.