

# The Impact of Using Artificial Intelligence Tool ChatGPT at Valencia College

2023 Best Practice / Guidelines

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## **Abstract**

The purpose of this study is to gain a deeper understanding of how those in Higher Education, particularly students and faculty, perceive the recently introduced Artificial Intelligence (A.I.) technology “ChatGPT” and its possible impact on education, including potential ethical issues. ChatGPT (Generative Pre-Trained Transformer) is a text-based chatbot released on November 30, 2022, by OpenAI which is trained with information dated until January 2022 and has the capabilities to reply to prompts introduced by the user, returning human-like answers. Educators and researchers both are investigating the ways in which AI should be used to enhance teaching and learning results, in the same manner its negative effects. Our research questions focus on assessing the perceptions and trust the user has in technology from both students and professor points of view. Giving an overview of the research conducted as of 2023 in AI, and how academic corpus are adapting to these technological shifts, considering the implications on their teaching. In addition, we are going to propose best practices and guidelines on how to use the tool in school.

*Keywords: Artificial Intelligence (AI), ChatGPT (Chat Generative Pre-Trained Transformer) , Massive Open Online Courses (MOOCs), Intelligent Tutoring System (ITS), Learning Management System (LMS)*

## **Introduction**

The advance of Artificial Intelligence (A.I.) has reached a profound transformation across multiple sectors, with higher education not being an exception. The opportunity is vast, with a potential for A.I. use in personalized learning, computerized assessment, or supporting teaching courses. ChatGPT, a text-based chatbot, has particularly gained notoriety as the “plateau of productivity” for its potential to revolutionize and enhance the learning process as well as the experience of the user (Singh, et. al 2023).

The arrival of ChatGPT in November 2022 bolstered an explosion of attention on A.I. chatbot, with some embracing the new technology with welcoming arms, and others cautious and skeptical. Voices on both sides have highlighted the potential for great impact, both positive and negative. Those who support usage of the tool in academia highlight adaptive learning, intelligent tutoring system (ITS), automated feedback and enhanced engagement. According to Cope (2021), A.I. would increase the study quality meaning the traditional system could shift to automated grading, A.I. feedback, assignments are oriented to the necessity of each student, and transparency without favoritism. Cotton and Shipway (2023), adds to this point highlighting the chatbot conversation like interface to assist faculty members and students with data gathering, and accomplish repetitive programmable tasks. Rose and Ferschke (2016) and Ghotbi and Ho (2021) both authors support this technology by stating that underrepresented students who are facing economic hardship or difficulties and cannot access traditional education can obtain resources to learn.

On the other hand, many critics point to plagiarism, AI mistakes, inaccurate data, duplicate content, and dependency on A.I creating ethical concerns; further details will be provided later. Therefore, to what extent and scope is correct to use it. Are some of the questions

that are going to be discussed and taken into consideration in the academic field. While ChatGPT could be a great tool for exploring college material, students should use it responsibly and ethically. The purpose of this research is to provide guidelines for higher education faculty members, delivering best practices with actions to undertake to diminish instances of misuse of the rapidly advancing technology ChatGPT.

### *Fraudulent Behavior*

The COVID-19 pandemic saw many faculty members having to adapt to online learning modalities suddenly and quickly, while also learning to navigate the new learning space. Research focused on detecting evidence of fraudulent behavior in online examinations was conducted. Population was 132 undergraduate students from University of Cadiz at Spain with majors in computer engineering enrolled in a databases course. Banderas (2021), reviewed students' submission time and grades obtained when performing online examinations and activities in their Learning Management System (LMS) such as Moodle or Canvas where faculty organize their courses, set up learning activities and students find learning material and communication tools that allows them to interact with their professors and classmates.

Banderas (2021) mentioned “Lecturers usually prefer face-to-face rather than online examinations.”, “The main reason for this is the concern that students can easily cheat in online examinations because the lecturers lose control of what the students do while taking their examinations.” Solution implemented was to take real time evaluations to ensure absence of fraud. Unfortunately, that is not always possible, since student scheduling can often conflict with that of the professors. In the same research, Banderas added that multiple-choice questionnaires were popular and used as they are immediately graded with automation. However, they are prone to cheating by students. Thus, harder methods (difficult multiple-choice, open questions, shorter

time to answer) were proposed by professors, but students reported that LMS services got interrupted during quizzes. That is why students asked for asynchronous examinations to take quizzes at different times. Although, students recognize that cheating during examination is ethically not acceptable behavior, most of them admitted to have done it at some point during their academic years. (Banderas et al, 2021.p. 241).

According to Albrecht, three circumstances must be met for students to be driven to cheat: Some sort of pressure (final exams being the source of anxiety), the possibility of not getting caught, and the ability to rationalize the actions as acceptable (student who were familiar in collaborate during face-to-face settings thinks that can normalize collaboration).

Professors are blind to what each student is doing while taking online examinations (if students are with somebody else, reviewing course materials that they should not consult, or using external tools). Thus, Banderas (2021) mentions the lack of control in online courses encourages students to massively copy and plagiarize, and even more in the case of multiple options where it is easier to cheat. Tools are available to detect cheating (plagiarism detection systems), Turnitin and Viper, widely known in higher education, and although they are effective tools, they are focuses on looking for semantic similarities between sentences and between words, which is suitable to detect unfair practice in projects involving essays, summarization, and discussion but not towards multiple choices questionnaires.

E-proctoring tools have become popular, and they have been used by educational institutions to detect fraud in online examinations. By using these tools professors can remotely monitor students while taking exams. significant differences were found between the grades of proctored and non-proctored students. (Binglin et al, 2020 p. 2).

To further demonstrate this, a SQL live proctored coding examination and non-proctored examination were compared, evidencing that questionnaires were completed with external aid since the time submissions were faster than expected with higher grades than SQL. (Banderas, 2021, p. 244)

Grades	2016-17	2017-18	2018-19	2019-20
A	0%	0%	3%	11%
B	9%	2%	12%	40%
C	32%	27%	40%	26%
D	59%	71%	45%	23%

**Table 1.** Data content grades for examination.

#### *Modification of the learning process*

While A.I. has considerable educational potential and value, using an A.I. may lead to academic dishonesty due to its ease of use and difficult detection (Zhai et al., 2021). To add to this point, a survey case study evidenced that a staggering 97 % of students were observed to be cheated in some way in their assigned task and homework when moved to online settings (Banderas et al, 2021). One additional case to pay attention to is the online programs and courses incorporated under the name of Massive Open Online Courses (MOOC's) available on Coursera, LinkedIn Learning, or school online classes which differ from the traditional face to face teaching method. Investigation evidence that MOOCs could be a flexible alternative specially widely used during COVID-19 era, the percentage of completing the course understanding the material provided rate just a minimum of 3%. Rose, C.P. & Ferschle pointed out that MOOC's might be effective in a collaborative environment where A.I. aids students to complete analysis enhancing learning outcomes. Rose further highlighted that low completion rate or perfect scores in virtual sections can raise other concerns such as dependency on technology, quality of

teaching and whether the resources offered by the school is enough. Thus, obtaining MOOC's certifications does not guarantee that the student acquires the necessary skills and knowledge taught during the course, raising the concerns whether completing assignments and courses online can truly replace the traditional face to face method of teaching.

*Negative aspects of AI in Education:*

Survey case research about how much the education system has contributed to the understanding of moral awareness and issues with respect to AI was conducted at International University in Japan examining 195 students with a social sciences major and 272 students at college of business management. Bossman (2016) listed nine potential ethical issues in AI including unemployment, inequality, impact on human behavior and iteration, committing mistakes, racism and bias, security threats, malicious acts, loss of human control, and rights for robots. Most significant as follows:

- 1) Unemployment, Mainichi (2016) reported that the company IBM Japan Ltd.'s Watson shifted their human workforce to an "AI technology that can think like a human." Job losses may happen or are about to happen because of being replaced by AI systems. Specifically, those that involve highly repetitive or structured actions in predictable settings (Boddington 2017).
- 2) AI mistakes, from autonomous cars to patients undergoing surgery that require the key intervention of the supervising human. (Alaieri and Vellino 2016). O'Sullivan classifies responsibility into accountability, liability, and culpability.
- 3) Discrimination and bias, Ntoustsi et al. (2020) explained how problems in gathering and processing data may result in biased AI decisions over human characteristics such as race and gender; provided references in literature about many instances of racial and gender

discrimination. Human societies suffer from a deep bias that only with technical solutions cannot be eliminated; multidisciplinary approaches including social and legal are needed to avoid prejudice.

- 4) Privacy, The use of AI by governments for surveillance of global citizens at home and in public spaces through massive data collection creates serious ethical concerns but has commonly been justified by the need for security (Bartneck et al. 2021). Private companies and businesses also intrude into the privacy of citizens to improve advertising, marketing, and sales with the justification that it is the basis for better performance of AI systems. The use of psychological and emotional AI techniques helps manipulate and exploit human users and erodes their right to privacy.

The main concern was unemployment, the fear of being displaced by an A.I. is the most common reason for feeling insecure about their current position. For the case of ChatGPT, its complexity to be detected leads to a challenge in academic integrity, fraudulent behavior, privacy, AI mistakes, and dependence on technology. MOOCs students can experience loneliness and feel unmotivated for not receiving the human support needed.

Ethical issue	Number of students by nationality and gender					
	Japanese/non-Japanese		Female/male		Sum/%	
Increasing unemployment	93	176	122	147	269	57.6%
AI impact on human behavior and emotions	14	23	23	14	37	7.9%
AI control of the society	2	28	14	16	30	6.4%
AI discrimination, racism, or bias	15	14	21	8	29	6.2%
Increasing inequality	6	19	17	8	25	5.4%
Loss of privacy	5	13	10	8	18	3.9%
Robots' rights and emotions	3	14	11	6	17	3.6%
AI mistakes	7	9	6	10	16	3.4%
Malicious AI	3	11	8	6	14	3.0%
Security risks	4	8	4	8	12	2.6%
<b>Total</b>	<b>152</b>	<b>315</b>	<b>236</b>	<b>231</b>	<b>467</b>	<b>100%</b>

**Table 2.** Students' responses about the ethical issues of AI in the future



### **Research Question:**

How to support adapting faculty staff to ChatGPT introduction?

### **Justification:**

There has been a lack of clear communication and guidelines regarding its usage for students, leading to confusion and uncertainty.

### **Research Statement:**

Developing a guideline will help faculty members identify how to reduce the negative impact of ChatGPT usage in classrooms.

### **Methodology**

Deep dive into the literature review, attending workshops and referencing other best practices to build a framework.

### **Results: Guidelines / Best Practices**

To develop a guideline to reduce the negative impact of GPT usage in Higher Education classrooms. Professors need to understand what it is, how it works, test it out, how it should be used in their class, in-class experience with students, and establish scope of usage.

#### **1) Faculty need to be trained on ChatGPT usage.**

The first guideline to be presented is about training the faculty members about what ChatGPT is, but before exploring the details, it is important to gain insight on how professors perceive ChatGPT:

*Professor's view about ChatGPT:*

In the survey study conducted by Primary Research Group to measure the views on and use of ChatGPT, a questionnaire with multi-options, and open questions were asked to faculty members from public and private institutions. The questionnaire includes age, race, gender, Carnegie Class (community college, BA granting institution, Specialized college, PHD granting college, Level 1 or level 2 research university), political views, income, academic field, years of experience and questions to describe what adjustments have been done in their institution in regards of A.I. tool ChatGPT.

Whether their college administration developed guidelines of use ChatGPT, and how similar programs should be used in classes. With a total of 954 participants 86.48% mentioned that their administration had not yet developed guidelines, while 13.52% said that they had. Private colleges were more likely to report guidelines (16.71%) than those from public colleges (11.60%). Overall, data suggests that larger colleges and private colleges were more likely to have already developed guidelines.

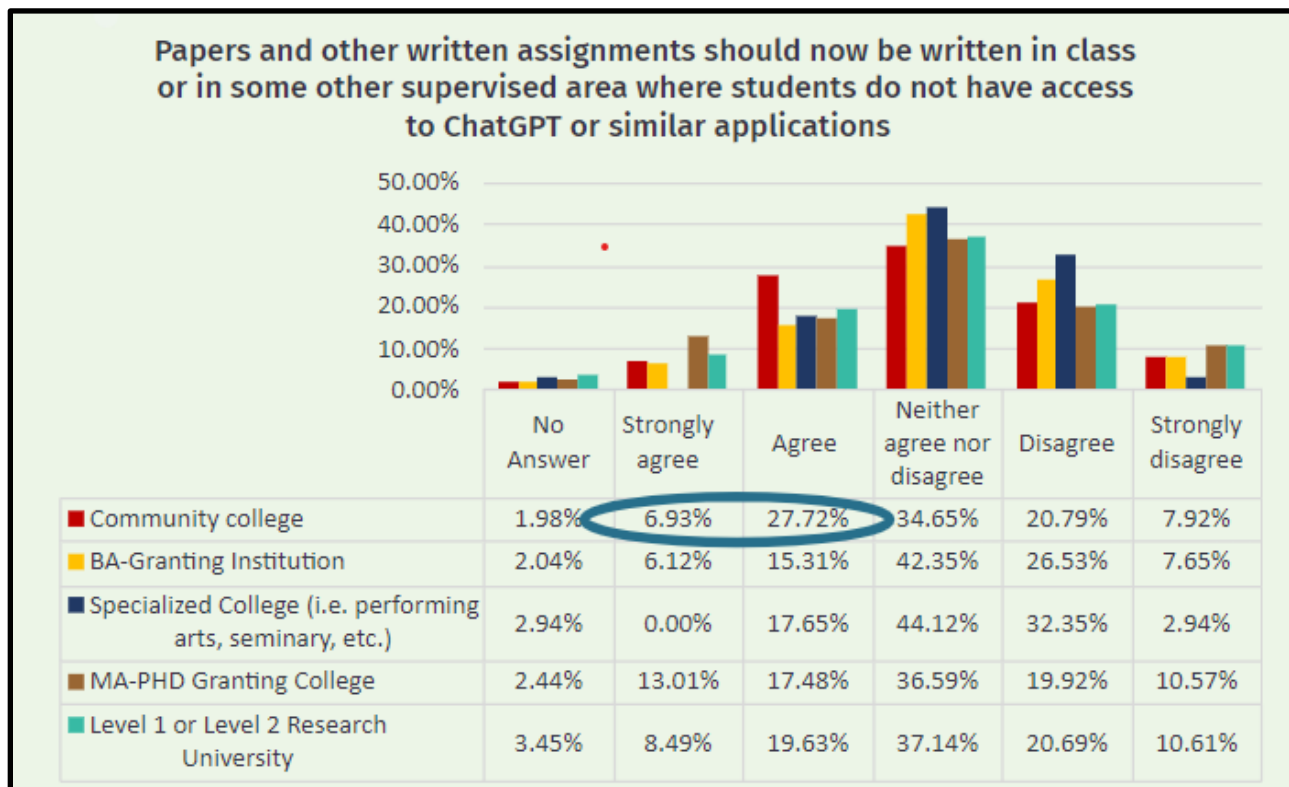
The study surveyed if the professors themselves had developed ChatGPT guidelines for their own and that of their students; 17.61% of professors said that they had developed such guidelines. It was common for community college faculty, of whom 24.75% had guidelines for students and themselves.

Interestingly, the personal development of guidelines was also inversely related to the age of the professor and the older the respondents. 27.27% of professors under age 30 had developed such guidelines, dropping to 15.8% of professors aged 60 or older.

Age of respondent	No Answer	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
30 or under	9.09%	9.09%	9.09%	9.09%	18.18%	45.45%
31-39	4.76%	0.00%	0.00%	11.11%	20.63%	63.49%
40-49	5.19%	2.60%	3.90%	10.39%	20.78%	57.14%
50-59	2.87%	0.82%	5.33%	11.89%	18.03%	61.07%
60 or over	6.86%	2.29%	4.37%	11.23%	12.47%	62.79%
Unknown	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%

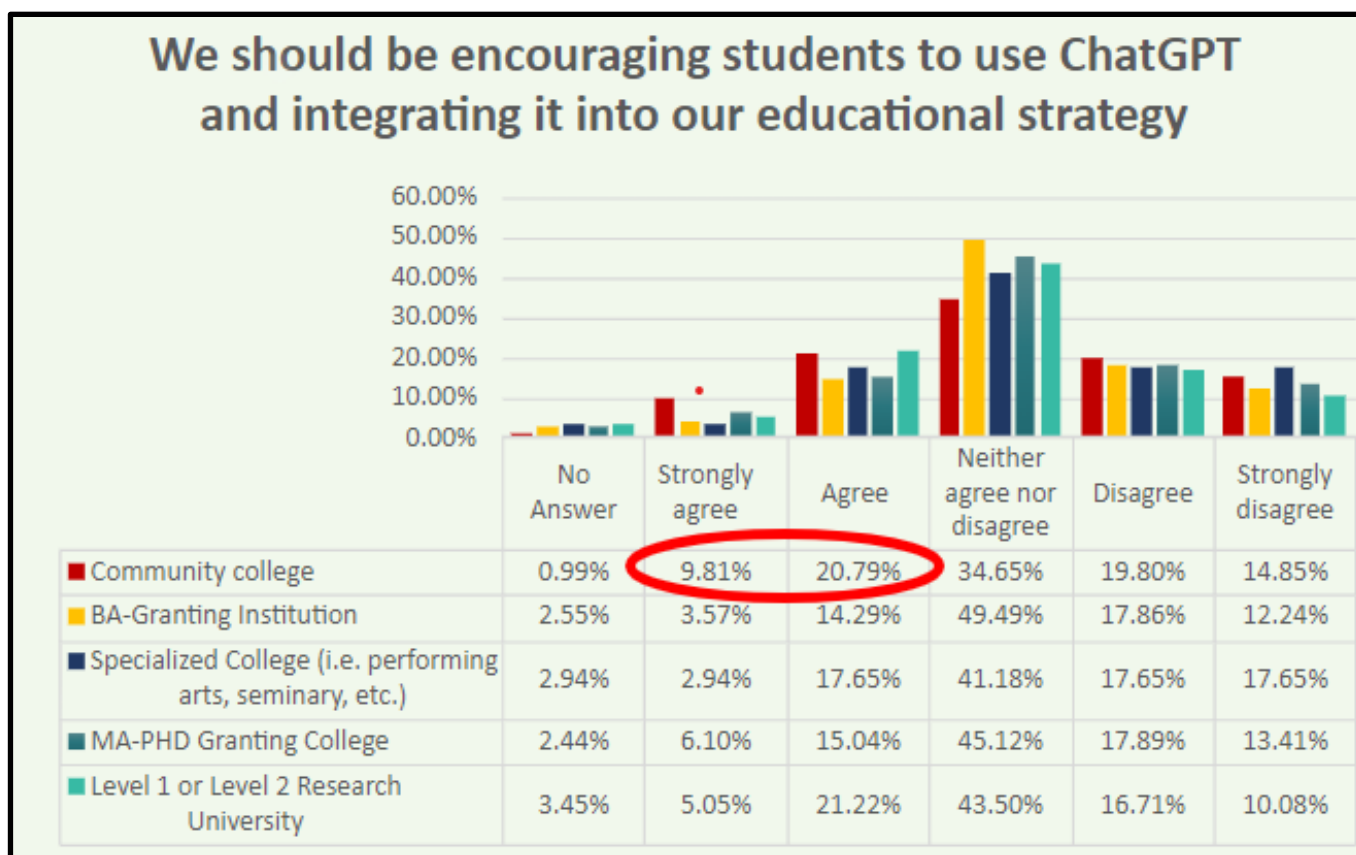
**Table 3.** If professor perceived the ChatGPT usage by your student

The following graph shows that community colleges were most likely to agree or strongly agree to write papers and assignments during class or in supervised areas, and that more than 34% of professors did, much higher than for professors from other types of colleges.



**Figure 1.** Graph showing respondents who think papers should be done on class.

Next graph breaks down whether students should be encouraged to learn using ChatGPT and integrate it into coursework. filtered by Carnegie Class, community colleges had the highest level of agreement, with 9.81% strongly agreeing and 20.79% agreeing. Specialized colleges had the highest level of disagreement, with 17.65% disagreeing and 17.65% strongly disagreeing.



**Figure 2.** Graph showing respondents who think ChatGPT should be integrated.

Professors and faculty members could increase their knowledge on how it works by attending conferences, symposiums, and meetings. Valencia College is also preparing for the new era of A.I. in Education. There are resources professors can get involved in, and this is the perfect time to be trained and be updated with the newest tools.

### **2023 3rd Annual Collegewide Learning Outcomes Symposium**

The 3rd annual Collegewide Learning Outcomes Symposium was held as a cross-disciplinary virtual event on Friday, November 3rd, 2023, from 9:00 am to 12:00 pm. The Symposium was an opportunity to learn about, share and celebrate successes, challenges, and innovations in the area of learning outcomes assessment.

**Figure 3.** Information displayed in Valenciacollege.edu about symposium

- LTAD 3188: Conversational AI: An Introduction to Enhancing Student Learning online event.

In which participants learnt strategies for leveraging conversational AI tools, specifically ChatGPT to enrich teaching practices and enhance student learning experiences.

- PRFC 3368: Circles of Innovation- AI & the Multiverse Time Travel Experience

Event to decode AI communication, and design futuristic classroom solutions. Immerse in interactive videos to understand AI's role in teaching, student engagement, and problem-solving. reflect on its ethical implications and discover the professor's role in shaping innovative learning.

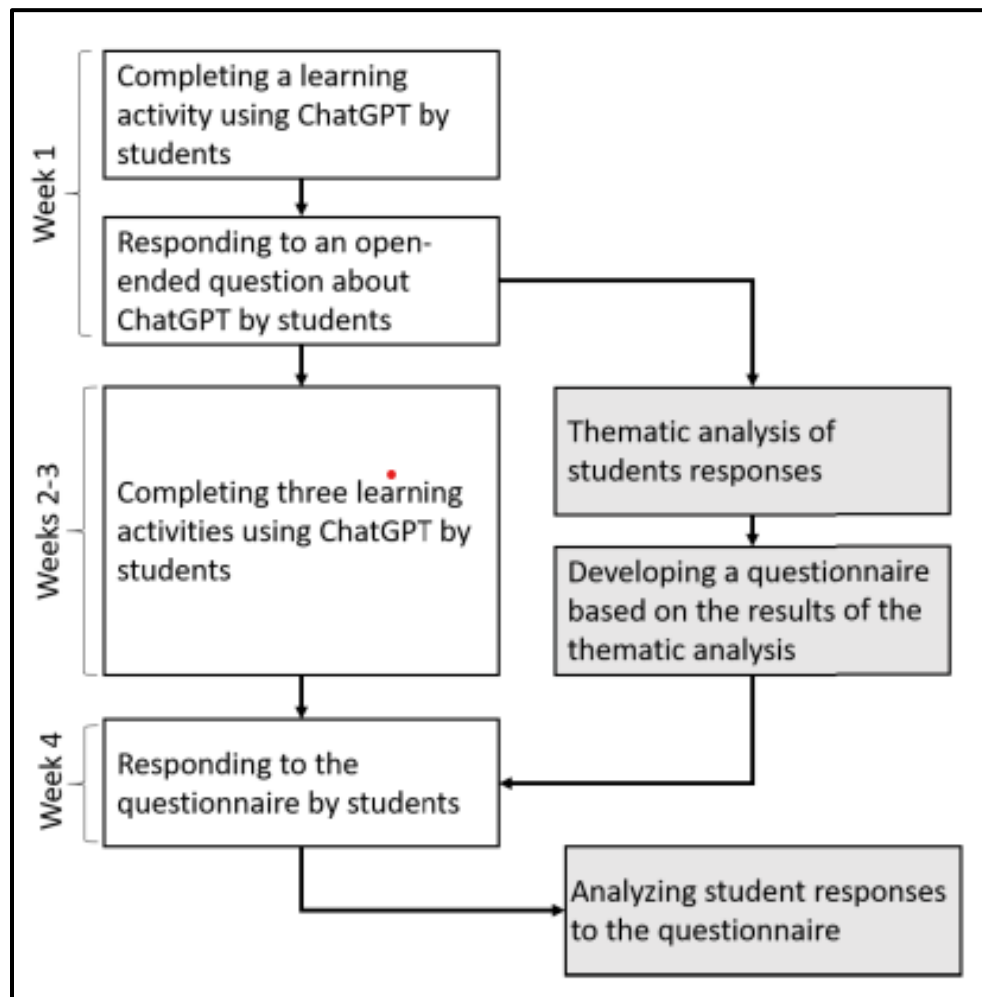
## **2) Faculty should introduce ChatGPT in their classrooms prior to giving assignments**

The second guideline is to assign an in-class experience of using ChatGPT to explore with the student and learn together about its limits and educate students, but before diving into the details, it is important to understand how students perceive ChatGPT:

*Student's view about ChatGPT:*

Professor Abdulhadi from Khalifa University conducted an interview / survey study in which 56 students of computer engineering were given the task to complete their coding assignments first try with and then without ChatGPT assistance to measure their perception

about the tool. Abdulhadi asked students conceptual questions, code completion tasks, and code analysis questions. Students were required to include conversations with ChatGPT in their assignments. “What do you think of ChatGPT? Think deeply and write down whatever comes into your mind!”

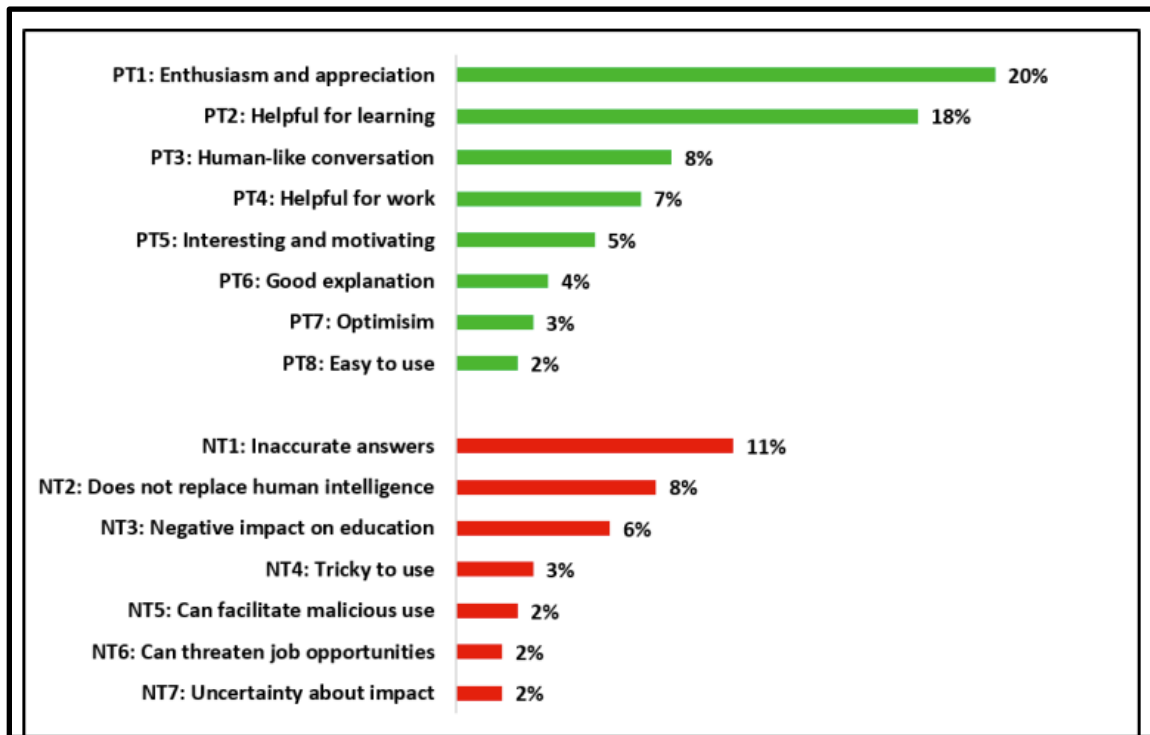


**Figure 4.** Workflow of steps on measuring student's perception about ChatGPT

The result showed that the students admire the capabilities of ChatGPT and found it interesting, motivating, and helpful for study and work. However, many students feel that ChatGPT's answers were not always accurate and most of them believe that it requires good background knowledge to work with since it does not replace human intelligence. So, most

students think that ChatGPT needs to be improved but are optimistic that this will happen soon.

(Abdulahdi, 2023. p.5)



**Figure 5.** Graph breaking down respondents by positive and negative aspects.

Beth McMurtrie believes that AI-based applications such as ChatGPT will inevitably become an integral part of writing, much like calculators and computers have become commonplace in math and science.

However, Abdulhadi highlights multiple key challenges including copyright issues, bias, fairness, dependency, the difficulty of distinguishing model-generated content from student answers, data privacy, and security. Furthermore, ChatGPT operates differently from search engines like Google as it does not scan the internet for up-to-date information, and its knowledge is limited to what is acquired before September 2021. To try it, ChatGPT was used to create challenging critical thinking questions related to education, machine learning, history, and

marketing. ChatGPT was able to reply with accuracy, relevance, clarity, precision, depth, logic, persuasiveness, and originality. Abdulhadi found that ChatGPT displayed a high level of critical thinking rather than a simple retrieve information tool.

*In-class Experience:*

Teach students how ChatGPT works, emphasizing that the tool generates predictions based on the provided prompt. It is crucial to recognize that the information generated may lack accuracy, especially when combined with other sources. Therefore, it is important to remind students that ChatGPT makes mistakes thus validating sources is needed. (Brown, 2023)

*Using AI during the writing process*

At Valencia College professor Chris Brown has started to teach about A.I. in his classes, teaching about AI models such as ChatGPT and Google bard and encouraging students to explore the large language model. The steps to develop a formative lesson instructing effective use of AI are as follow:

- 1) Get students to know how to use A.I.: Guide students in reading and evaluating sources; Teach students how to plan writing structure of a research essay, prompt the language model to synthesize the results.
- 2) Thesis Statement: Write a strong thesis statement that includes their perspective, reminding students that A.I. can generate duplicate content combining sources, students need to incorporate their point of view.
- 3) Writing process: Encourage students to verify if sentences make sense, summarize, and cite relevant sources. It is crucial to verify rigorously sources cited.



Professor Brown case assignment: “Chief Seattle research assignment”, questioned challenging questions to the students regarding “Simon Pokagon Speech in English, 1893”, a reading on native American religions of North America. The method used was to inquiry Google Bard with research questions, and then trying different prompts and verify the given sources as parts of the outcome. Further Brown mentions that Generative A.I. will provide an answer based on the questions and prompts it receives. While it does generate mixed or similar answers, it may not produce identical responses for all students, even if they type precisely the same question to the A.I.

### **3) Faculty need to consider and communicate appropriate usage of ChatGPT in their field**

After gaining an understanding of how ChatGPT works and experiencing its application in your class, it becomes important to establish clear guidelines for its use. While the specific use may vary depending on the subject taught, the goal is to organize and articulate the permissible scope of ChatGPT within the classroom.

Example:

Students might ask Bard/ ChatGPT to define the tone of their writing and enhance professionalism. Have students evaluate their sources, encouraging development of critical thinking. Post-completion, professors provide students with reflections on their use of the tool to understand its application. Remember automation as a form of cheating similarly to copy-paste, but augmentation is artificial intelligence with human instruction.

**Discussion / conclusion and future recommendations:**

1) Despite its moderate answering accuracy, ChatGPT seems to be an attractive platform for students. Students are impressed, interested, motivated, and optimistic about it. Professors should investigate how to make the best out of this interest and explore the capabilities and deficits of ChatGPT in their fields and teach students how to use it beneficially.

2) ChatGPT shows good performance on certain tasks such as writing essays, and it is expected to improve soon. Professors should get ready for the time when ChatGPT and other LLMs will become more capable and less dependent on prompt quality. It is not too early to start thinking about creative assessment techniques for the A.I. era.

3) AI-powered LLMs will shape a new era of I.T. With the unprecedented interaction through hundreds of millions of users, a boost in quality is expected. The better this technology will get, the higher the chances to benefit students' learning, but the higher the challenge to academic integrity.

For future studies requiring the collection of information on professors' and students' perception of ChatGPT, a set of survey questions, informed consent, and flyer to be distributed has been detailed and included in the appendix.

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## **Appendix A**

### **The Impact of Using Artificial Intelligence Tool “ChatGPT” at Valencia College**

#### **Informed Consent**

Principal Investigators: Kenji Nakanishi  
Amira Mohammed-Ameen

#### **Introduction**

You have been invited to participate in a research study which will include approximately 50 people. Your participation in this study is completely voluntarily, and you should only take part of this study because you want to. You may choose not to take part of the study at any time, and your decision will not be held against you. Feel free to ask any questions that you may have before deciding to participate. To participate in this research, you must be of at least 18 years of age.

#### **Purpose of the research study**

The purpose of this study is to comprehend how Artificial Intelligence (A.I) is impacting our society and its possible consequences. Mainly with the tool “ChatGPT”, how students from Valencia College are using this tool to complete its assignments and designed tasks. In this study not only students, but professor from diverse subjects will be study to obtain a clear point of view from both part of the academic corpus (Students and Professors).

#### **What you will be asked to do in this study**

[Online Survey]

If you decide to participate in this study, you will be presented with an online survey which includes questions regarding the tool “ChatGPT”, and its uses on regarding to completing assignments and task assigned by your instructor. There will be multiple options and open questions that you can input your answer.

#### **Location**

The entire study will be conducted in Valencia College – Osceola Campus & West Campus.

#### **Time Required**

The entire study will last approximately half an hour.

#### **Risks**

Risks involved in participation of this study are minimal and do not involve any risks other than common use of a desktop computer and paper based surveys.

#### **Benefits**

There are no expected benefits associated with this study. However, possible benefits may include:

- 1) Valuable data that improve our understanding and knowledge on how "ChatGPT" is impacting our education society.
- 2) Recognizing explicitly on how the tool "ChatGPT" is being used.
- 3) What an Academic corpus, let say professors sees the use of the tool "ChatGPT".

#### **Confidentiality**

All data collected will be kept confidential and the informed consent with your signature will be stored separately from the collected data.

Your participation in this research study is completely voluntary, and you may withdraw from this study at any time without penalty. All data collected data from your participation will be deleted if you choose to do so and you will be compensated for the time you have contributed.

If you have any further questions, you may contact the investigators of this project via email:

#### **Contact Information of the Research Team**

Kenji Nakanishi  
Email: kcoronado3@valenciacollege.edu

Amira Mohammed-Ameen  
Email: amoameen@knights.ucf.edu

**IRB contact about study participation rights or to report a complaint.**

Research at Valencia College involving human participants is conducted under the oversight of the Institutional Review Board. If you have questions, concerns, and/or complaints about your participation in the study, or you are unable or choose not to contact the research team, you may contact the IRB:

International Review Board  
Valencia College  
Chair of Valencia IRB  
Email: [irb@valenciacollege.edu](mailto:irb@valenciacollege.edu)

Your signature below indicates that your consent in participation of this research and that you are 18 years of age or older. •

**Name of Participant (PRINT)** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_



## Appendix B

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Tools Saved Oct 30, 2023 at 1:57 PM Draft Preview Publish

Impact of A.I professor ExpertReview score Great

▼ Informed Consent

Q1

▼ Skip to

End of Survey If I do not consent, I do not ... Is Selected

**Welcome to the research study "The Impact of Using Artificial Intelligence Tool "ChatGPT" at Valencia College**

You have received an exclusive invitation to be part in a groundbreaking research case study that focus on the influence of Artificial Intelligence (A.I) on our educational system and its potencial consequences it might hold. Participation is completely voluntarily, and you have the right to withdraw at any point during the study, for any reason, and without any prejudice nor negative consequences.

**Purpose of the Research**

Study Our mission is to dive-deep into the impact of the A.I tool, particularly throught the lens of "ChatGPT", within the context on how students at Valencia College utilize this tool to complete their assignments and assigned tasks.

**Risks**

Risks involved in participation of this study are minimal and do not involve any risks other than common use of a desktop computer and paper based surveys.

The study should take you around 5-7 minutes to complete. All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded/reported. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Amira Mohamed-Ameen at amohamedameen@valenciacollege.edu. Or, for other questions. contact the Chair of Valencia's Institutional Review Board at irb@valenciacollege.edu.

By clicking the 'I consent' button below, you acknowledge that:

- 1) My participation in the study is voluntary
- 2) I am 18 years or older
- 3) Completing this survey constitutes my informed consent
- 4) I am aware that I may choose to terminate my participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

☐ I consent, begin the study

☐ I do not consent, I do not wish to participate

[https://valenciacc.yul1.qualtrics.com/survey-builder/SV\\_3flvwIGDHyo82p8/edit?SurveyID=SV\\_3flvwIGDHyo82p8](https://valenciacc.yul1.qualtrics.com/survey-builder/SV_3flvwIGDHyo82p8/edit?SurveyID=SV_3flvwIGDHyo82p8)

[Add Block](#)

▼ Demographic Information

Q2

How old are you?

☐ Under 18

☐ 18-20

☐ 21-24

☐ 25-29

☐ 30 or older

Q3

What is your gender?

☐ Male

☐ Female

☐ Non-binary / third gender

☐ Prefer not to say

Q5

Your academic field is best described by which of the following designations

☐ Social Sciences (except economics and psychology)

☐ Economics / Finances

☐ Business (other than economics / finance)

☐ Performing Arts

☐ Psychology & Social Work

☐ Medicine

☐ Law

☐ Mathematics / Statistics / Computer Science

☐ Hard Sciences (Chemistry, Biology, Physics)

☐ Education or Library Science

☐ Allied Health: Nursing, Occupation or Physical Therapy, Nutrition, etc.

☐ Earth and Environmental Sciences

☐ Architecture, Fine and Visual Arts

☐ History

☐ English, Literature & Languages

☐ Other:

[https://valenciacc.yul1.qualtrics.com/survey-builder/SV\\_3flvwIGDHyo82p8/edit?SurveyID=SV\\_3flvwIGDHyo82p8](https://valenciacc.yul1.qualtrics.com/survey-builder/SV_3flvwIGDHyo82p8/edit?SurveyID=SV_3flvwIGDHyo82p8)

12/7/23, 10:35 AM

Edit Survey | Qualtrics Experience Management

Import from library

Add new question

Add Block

Demographic Information

Q2

How old are you?

- ☐ Under 18
- ☐ 18-20
- ☐ 21-24
- ☐ 25-29
- ☐ 30 or older

Q3

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Non-binary / third gender
- ☐ Prefer not to say

Q5

Your academic field is best described by which of the following designations

- ☐ Social Sciences (except economics and psychology)
- ☐ Economics / Finances
- ☐ Business (other than economics / finance)
- ☐ Performing Arts
- ☐ Psychology & Social Work
- ☐ Medicine
- ☐ Law
- ☐ Mathematics / Statistics / Computer Science
- ☐ Hard Sciences (Chemistry, Biology, Physics)
- ☐ Education or Library Science
- ☐ Allied Health: Nursing, Occupation or Physical Therapy, Nutrition, etc.
- ☐ Earth and Environmental Sciences
- ☐ Architecture, Fine and Visual Arts
- ☐ History
- ☐ English, Literature & Languages
- ☐ Other:

[https://valenciacc.yul1.qualtrics.com/survey-builder/SV\\_3flwwlGDHyo92p8/edit?SurveyID=SV\\_3flwwlGDHyo92p8](https://valenciacc.yul1.qualtrics.com/survey-builder/SV_3flwwlGDHyo92p8/edit?SurveyID=SV_3flwwlGDHyo92p8)

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Q6

For how many years have you worked at your present institution

- ☐ 1 Year or less
- ☐ 1+ years to 3 years
- ☐ 3+ years to 5 years
- ☐ 5+ years to 10 years
- ☐ 10+ years to 20 years
- ☐ More than 20 years

Q8

What adjustments have you made in the classroom as a result of the availability to students of the artificial intelligence application ChatGPT?

Q9

To the best of your knowledge, have any of the following developed guidelines on how ChatGPT and similar programs should be used in class? (choose all that apply)

- ☐ My college administration
- ☐ My academic department
- ☐ Me personally for my own classes
- ☐ Other:

Q10

In your own classes and assignments, How frequently do you believe your students are using ChatGPT ?

- ☐ Widespread, common and alarming
- ☐ Frequent
- ☐ Finding apparent occasional use
- ☐ Infrequent
- ☐ Have not encountered any use

Page Break

Q11

If you have successfully integrated use of ChatGPT into your classes, how have you done so?

12/7/23, 10:35 AM

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Q12

To what extent do you agree with the following statement: Papers and other written assignments should now be written in class or in some other supervised area where students do not have access to ChatGPT or similar applications.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree or nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Q13

To what extent do you agree with the following statement: We should be encouraging students to use ChatGPT and integrating it into our educational strategy.


- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree or disagree
- ☐ Disagree
- ☐ Strongly disagree

Q14

How satisfied are you with your college's efforts to develop policies to deal effectively with the educational consequences of the availability of ChatGPT and similar applications?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied



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End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

## Appendix C

12/7/23, 10:36 AM

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Tools ▾

Saved Oct 30, 2023 at 1:53 PM

Draft



Preview

Publish

Impact of Using AI - Student Survey

ExpertReview score Fair

Informed Consent

IC1



Skip to

End of Survey If I do not consent, I do not ... Is Selected

**Welcome to the research study "The Impact of Using Artificial Intelligence Tool "ChatGPT" at Valencia College**

You have received an exclusive invitation to be part in a groundbreaking research case study that focus on the influence of Artificial Intelligence (A.I) on our educational system and its potential consequences it might hold. Participation is completely voluntary, and you have the right to withdraw at any point during the study, for any reason, and without any prejudice nor negative consequences.

**Purpose of the Research Study**

Our mission is to dive-deep into the impact of the A.I tool, particularly through the lens of "ChatGPT", within the context on how students at Valencia College utilize this tool to complete their assignments and assigned tasks.

**Risks**

Risks involved in participation of this study are minimal and do not involve any risks other than common use of a desktop computer and paper based surveys.

The study should take you around 5-7 minutes to complete. All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded/reported. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Amira Mohamed-Ameen at amohamedameen@valenciacollege.edu. Or, for other questions, contact the Chair of Valencia's Institutional Review Board at irb@valenciacollege.edu.

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Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- ☐ I consent, begin the study
- ☐ I do not consent, I do not wish to participate

[https://valenciacc.yul1.qualtrics.com/survey-builder/SV\\_8D2byDfdhRdFDFA/edit](https://valenciacc.yul1.qualtrics.com/survey-builder/SV_8D2byDfdhRdFDFA/edit)

12/7/23, 10:36 AM

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Add new question

Add Block

Demographic Information

D1

\*

Skip to

End of Survey if Under 18 is Selected

How old are you?

- ☐ Under 18
- ☐ 18-20
- ☐ 21-24
- ☐ 25-29
- ☐ 30 or older

D2

Are you a full-time or part-time student?

- ☐ Full-time (4 classes)
- ☐ Part-time (3 classes or less)

D3

What is your gender?

- ☐ Female
- ☐ Male
- ☐ No response
- ☐ Other

Page Break

D4

Please select the most appropriate ethnicity

Cuban

Show Discussion (1)

Last Comment 26 Oct 2023 10:10pm by Kenji Coronado Nakanishi

# THE IMPACT OF USING ARTIFICIAL INTELLIGENCE TOOL CHATGPT AT VALENCIA COLLEGE 2023

12/7/23, 10:36 AM

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P1



## Perception

	Yes, very much	Yes	Average	No	No at all
1 - ChatGPT is easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - ChatGPT provides good explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - ChatGPT a makes human-like friendly impression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - ChatGPT answers are well structured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - ChatGPT is better than other search engines like Google	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - ChatGPT is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 - I feel motivated to use ChatGPT more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 - ChatGPT answers are accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 - ChatGPT is not perfect and needs to be improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 - ChatGPT will make academic cheating easier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 - ChatGPT will open the door for manipulations and malicious use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 - ChatGPT will affect learning negatively because students will find answers and solutions without effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 - ChatGPT will threaten people jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 - I feel quite uncertain about the impact of ChatGPT and how it will change our life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 - I feel optimistic about ChatGPT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 - I am amazed by the capabilities of ChatGPT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 - I think the quality of ChatGPT will improve soon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Add new question


Add Block



12/7/23, 10:36 AM


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Trust in Technology

Q35 

Trust in Technology

	Yes, very much	Yes	Average	No	No at all
18. Asking follow-up questions helps ChatGPT find the correct answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ChatGPT allows me to study more efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ChatGPT is a helpful and effective technology for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. To work with ChatGPT you still need the human intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. To work with ChatGPT, you need some background knowledge in the area of your question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Import from library Add new question

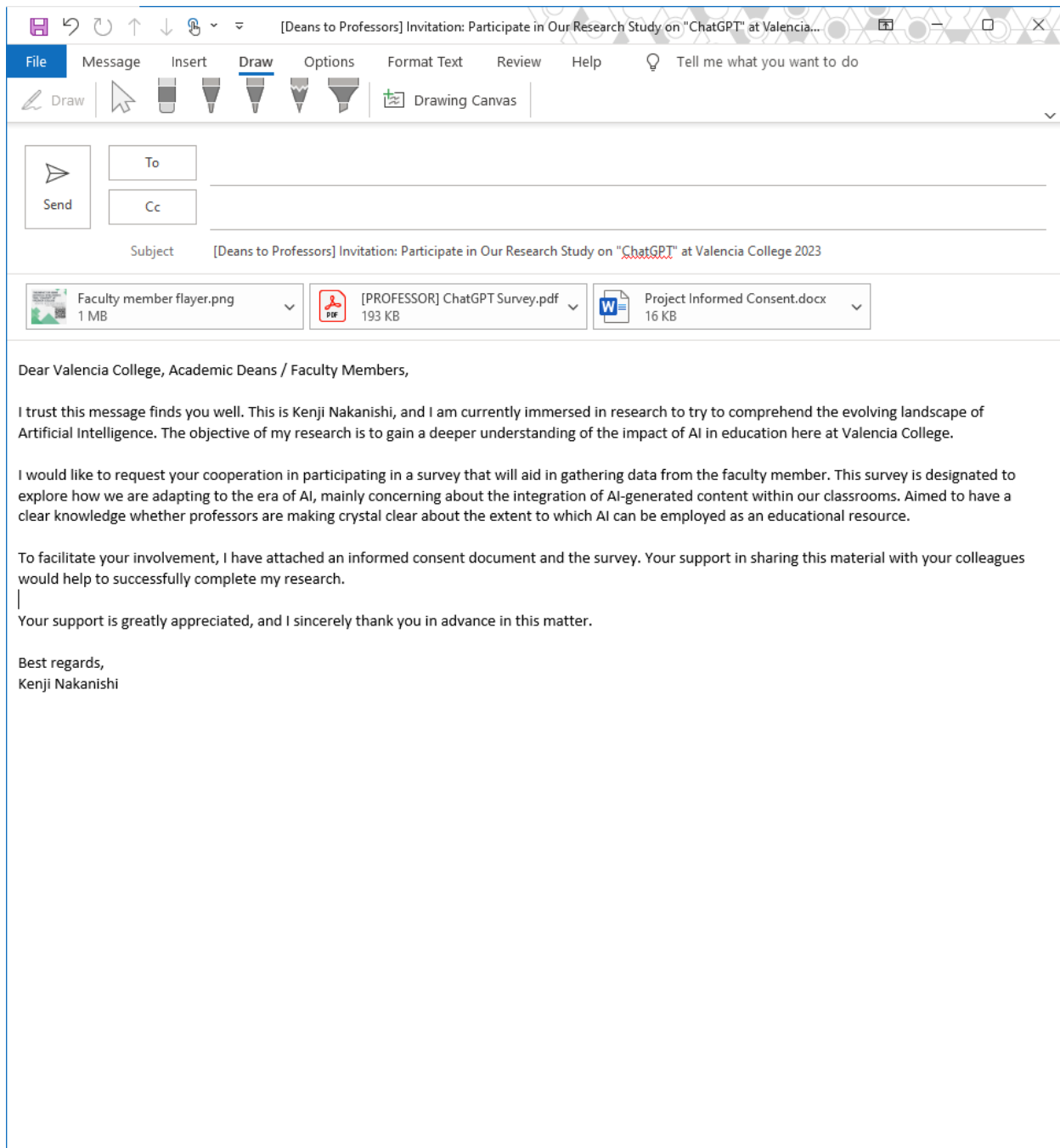
[Add Block](#)

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

## Appendix D





VALENCIA COLLEGE

# **THE IMPACT OF USING ARTIFICIAL INTELLIGENCE TOOL “CHATGPT” AT VALENCIA COLLEGE**

## **HONORS RESEARCH PROJECT**

FACULTY MEMBER ARE WELCOME TO  
COMPLETE THE SURVEY



**2023**

## Appendix E

[Professors to Students] Invitation: Participate in Our Research Study on "ChatGPT" at Valencia College 2023

File Message Insert Draw Options Format Text Review Help Tell me what you want to do

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Send To Cc

Subject [Professors to Students] Invitation: Participate in Our Research Study on "ChatGPT" at Valencia College 2023

Students flayer.png 1 MB [STUDENT] ChatGPT Survey.pdf 310 KB Project Informed Consent.docx 16 KB

Dear Professors,

I trust this message finds you well. This is Kenji Nakanishi, and I am currently immersed in research to try to comprehend the evolving landscape of Artificial Intelligence. Specifically, I am analyzing the utilization of the ChatGPT which is being popularly used among the students. I am reaching out to kindly request your cooperation in facilitating the survey, which will help to gather insights from the students regarding their perception and uses of AI-generated content, their trust in AI, and how they utilize ChatGPT's output into their academics.

I have attached an informed consent document and the survey [Student] for your posterior revision. Your assistance in sharing this material with your students would contribute significantly to the success and completion of my research.

Your support is greatly appreciated, and I sincerely thank you in advance in this matter.

Best regards,  
Kenji Nakanishi



VALENCIA COLLEGE

# **THE IMPACT OF USING ARTIFICIAL INTELLIGENCE TOOL “CHATGPT” AT VALENCIA COLLEGE**

## **HONORS RESEARCH PROJECT**

STUDENTS ARE WELCOME TO COMPLETE THE  
SURVEY



**2023**