SURVEY QUESTIONS

Demographics part

(1) **How do you describe yourself?**
- ◯ Male
- ◯ Female
- ◯ Non-binary/third gender
- ◯ Prefer to self-describe:
- ◯ Prefer not to say

(2) **Were you born in the Netherlands?**
- ◯ Yes
- ◯ No

(3) **What is your level of study:**
- ◯ Bachelor year 1
- ◯ Bachelor year 2
- ◯ Bachelor year 3
- ◯ Bachelor year 4+
- ◯ Masters student
- ◯ PhD student

(4) **Select the program you're studying**
- ◯ BSc Information Science
- ◯ BSc Computer Science
- ◯ BSc Game Technology
- ◯ MSc Applied Data Science
- ◯ MSc Artificial Intelligence
- ◯ MSc Business Informatics
- ◯ MSc Computing Science
- ◯ MSc Data Science
- ◯ MSc Game and Media Technology
- ◯ MSc Human Computer Interaction
- ◯ Other:

(5) **How many courses with a programming component have you completed?**
- ◯ 4 or fewer
- ◯ 5 to 9
- ◯ 10 to 14
- ◯ 15 to 19
- ◯ 20 to 29
- ◯ 30 or more

(6) **Please estimate, on a scale from 1 to 10, your proficiency in the following programming-related skills/topics:**
- • Programming in general

- Object-oriented programming (C#, Java, ...)
- Functional programming (Haskell, Clojure, ...)
- Web development
- Database technologies

(7) **Please estimate, on the scale from 1 to 10, how important you think programming is going to be for your future career.**

General part

(8) **Rate your agreement with the following statements:** (5-point Likert)
- I regularly use GenAI tools when working with text (e.g.: writing emails, reports, summaries)
- I regularly use GenAI tools when working with code (e.g.: generating code or explanations, writing programs, debugging, ...)
- I regularly use GenAI tools when working with images (e.g.: generating new pictures, ...)

(9) **Rate your agreement with the following statements:** (5-point Likert)
- I expect to use GenAI tools increasingly in my learning practices in the future
- Using GenAI tools frequently to generate code is harmful for my learning of programming
- GenAI tools can provide guidance for coursework as effectively as human teachers
- GenAI tools will replace human teachers in the future
- Students must be taught how to use GenAI tools well for their future careers

(10) **Rate your agreement with the following statements:** (Likert)
- The policies of [university] are clear regarding what is allowed and what is not allowed in terms of using GenAI tools
- The policies of the [department] are clear regarding what is allowed and what is not allowed in terms of using GenAI tools
- The policies in the courses I have been taking are clear regarding what is allowed and what is not allowed in terms of using GenAI tools
- There should be no restrictions on the use of GenAI tools in coursework

(11) **To what extent do you think students at your school are using GenAI tools in ways that your instructors would not approve of?**
- ○ Almost everyone
- ○ Many
- ○ Some
- ○ A few
- ○ Almost none

(12) **In the absence of an explicit course policy on the use of GenAI tools, which of the following do you consider as NOT ethical? (Select all that apply):**
- ☐ It is unethical to auto-generate a solution for the whole assignment (or a large portion of it) and submitting it without understanding it.
- ☐ It is unethical to auto-generate a solution for the whole assignment (or a large portion of it) and submitting it after reading it and completely understanding it.
- ☐ It is unethical to auto-generate a solution even for small parts of the assignment.

☐ It is unethical to use GenAI tools to "explain" to you (step-by-step) how to solve the problem.

☐ It is unethical to provide your code to GenAI tools and ask them to help you fix a bug.

☐ It is unethical to ask GenAI tools to comment, tidy and improve the style of your code.

☐ It is unethical to write the solution in a programming language (other than the one used in the course) and asking GenAI tools to translate it for you to the language of the course (and then submitting the translated code).

(13) **Rate your agreement with the following statements:** (5-point Likert)

- GenAI tools will negatively impact my future job prospects
- GenAI tools will harm the development of generic or transferable skills such as teamwork, problem-solving, and leadership
- I am concerned that I will become over reliant on GenAI tools
- I trust the code written by GenAI tools more than the code I write
- My instructors can detect code that was written by GenAI tools
- My instructors actively check for unauthorized use of GenAI tools
- If my instructors disallow GenAI tools, it's ok to use them to generate code if I understand the code. It is unethical only if I copy w/o understanding
- If everyone in class is using GenAI tools, but it is against the rules to use them, then I would still use them

(14) **Describe the effects you think GenAI tools will have on your prospects for future employment:** (text entry)

(15) **What are your views on the allowed usage of GenAI tools in coursework/exams?** (text entry)

(16) **Which of the following courses did you follow in block 1/2/3 of this academic year (2023-24)?** (list of courses, multiple selections possible)

Course-specific part (presented for each course selected in the previous question)

Please answer the next set of questions with the course [name selected course] in mind.

(17) **When you had a question regarding the material you were studying in this course or got stuck on a problem, in what order did you do the following? Please order the options below.**

- Ask using GenAI tools
- Ask on the course discussion forum
- Search online (e.g. with Google)
- Ask a friend or classmate
- Ask on online forums like StackOverflow
- Ask the course instructor/TA

(18) **After generating code using GenAI tools, in my assignments for this course, I mostly did the following:**

○ Not applicable (I have not used GenAI tools to generate code)

○ Use the code immediately.

○ Skim through the code briefly to make sure that it looks correct.

○ Read it carefully (with skepticism) to ensure that it is correct.

○ Read it carefully (with skepticism) and also write code to test it.

(19) **For programming assignments in this course, I believe GenAI should be:**

○ Always allowed

○ Allowed in some assignments, disallowed in others (based on the assignment type, course level, etc.)

○ Always disallowed

(20) **Can you elaborate on when you believe GenAI should be allowed or disallowed in this course?** (text entry)

(21) **Describe the ways you currently use GenAI tools in this course for text generation (e.g.: writing reports, summaries, etc.)** (text entry)

(22) **Describe the ways you currently use GenAI tools in this course for code generation (e.g.: debugging, writing, etc.)** (text entry)

COURSE LIST

Table 1. Course List - Part 1

Period	Name	Course Type	Level
3	Advanced functional programming	ProgCrs	MSc
2	Advanced graphics	ProgReq	MSc
2	Advanced machine learning	ProgReq	MSc
1	AI for game technology	ProgReq	MSc
1	Algorithms for decision support	ProgReq	MSc
3	Algoritmiek (Algorithms)	ProgReq	BSc
2	Applications of machine learning	ProgReq	BSc
1	Beeldverwerking (Image processing)	ProgReq	BSc
3	Causal inference methods for policy evaluation	ProgOpt	MSc
1	Cloud and Edge Computing	ProgReq	MSc
2	Cognitive Modeling	ProgReq	MSc
2	Computationeel denken (Computational thinking)	ProgCrs	BSc
2	Computationele intelligentie (Computational intelligence)	ProgReq	BSc
2	Computer animation	ProgReq	MSc
2	Concepts of programming language design	ProgReq	MSc
2	Concurrency	ProgReq	BSc
2	Crowd simulation	ProgOpt	MSc
1	Data analytics	ProgReq	BSc
1	Data mining	ProgReq	MSc
1	Data science and society	ProgReq	BSc
1	Data Wrangling	ProgReq	MSc
3	Databases	ProgReq	BSc
1	Datamodelleren (Data modelling)	ProgReq	BSc
1	Functioneel programmeren (Functional programming)	ProgCrs	BSc
3	Game physics	ProgReq	MSc
3	Game-ontwerp (Game design)	NoProg	BSc
1	Gameprogrammeren (Games programming)	ProgCrs	BSc
3	Human network analysis	ProgReq	MSc
1	Imperatief programmeren (Imperative programming)	ProgCrs	BSc
2	Informatica introductieproject (CS Introduction project)	ProgReq	BSc
1, 2, 3	Informatica softwareproject (CS Software project)	ProgReq	BSc
2	Informatie-uitwisseling (Information exchange)	ProgReq	BSc
3	Intelligente systemen (Intelligent systems)	ProgReq	BSc
3	Interactie-technologie (Interaction technology)	ProgReq	BSc
3	Introduction to complex systems	ProgReq	BSc
2	Knowledge and Data Engineering	ProgReq	MSc

Table 2. Course List - Part 2

Period	Name	Course Type	Level
3	Knowledge-intensive process analysis	ProgReq	BSc
1	Machine learning	ProgReq	BSc
1	Methods in AI research	ProgReq	MSc
1	Modelleren en systeemontwikkeling (Modelling and systems development)	ProgReq	BSc
1	Motion and manipulation	ProgReq	MSc
3	Multi-agent systems	ProgOpt	MSc
3	Ontwerpen van interactieve systemen (Designing interactive systems)	NoProg	BSc
2	Pattern Recognition and Deep Learning	ProgReq	MSc
3	Personalisation for (public) media	ProgOpt	MSc
3	Philosophy of AI	NoProg	MSc
1	Probabilistic reasoning	ProgOpt	MSc
3	Programmeren in Python, Programming with data, and Computational thinking	ProgCrs	BSc
2	Requirements engineering	ProgOpt	MSc
2	Scientific research methods	NoProg	MSc
2	Small project Game and Media Technology	ProgReq	MSc
3	Software ecosystems security	ProgOpt	MSc
2	Sound and music technology	ProgOpt	MSc
2	Systeemontwikkelingsmethoden (System development methods)	ProgReq	BSc
3	Transformers: Applications in Language and Communication	ProgReq	MSc
3	Usability engineering & user experience	ProgOpt	BSc
3	Using data from routine care	ProgReq	MSc
3	Webtechnologie (Web technologies)	ProgReq	BSc
1	Wetenschappelijke onderzoeksmethoden (Scientific research methods)	ProgReq	BSc