Survey Link: https://docs.google.com/forms/d/e/1FAIpQLScwXJ18Bx3ILkIZrc4DvL0IsSqIgAbsgHDIb9PbXmok1EU0xQ/viewform?usp=sharing

Rationale:(“Stro” in the print PDF is the abbreviation of strongly agree or strongly believe)

This survey is methodically divided into four different sections: background information, experience, attitudes, and beliefs about Generative AI for learning, which accelerates the rhythm of participation. In the beginning, two simple background information questions as used as filler questions to reduce the pressure on participants, and lead to more thoughtful questions. The structure meets the design requirement of gathering students' experiences, attitudes, and beliefs about the value of Generative AI for learning. A balanced distribution of the 18 questions throughout four parts ranging from simple choice questions to linear scale questions and the thinking question at the end, ensuring the improvement of participation quality and completion rates.

In this questionnaire, background information is used to confirm the range of participants, by confirming the specific major and study year, which is crucial for data analysis, and can improve the accuracy and comprehensiveness of the summary. The order of the following three parts is based on logical reason, first, experiences are collected, followed by attitudes and beliefs.

The second part of students’ experiences. Simple time and frequency questions are added to get the usage situations and main purpose. In this part, the first five closed simple questions for understanding the usage of generative AI, which is beneficial for us to understand the students’ basic experience. The last question as a thinking question is used to capture the key points about the purposes of using generative AI. From this part, we can clearly understand students’ experiences about the value of Generative AI for learning.

The next part is students’ attitudes, using five linear scale questions can improve the simplicity and intuition of the answer, which can also better measure the strength of students’ attitudes. These questions gather students’ perspectives on the recommendation level, practicality, fairness, acceptance, and accuracy rate of using generative AI for learning, giving us enough information to understand students’ attitudes about the value of Generative AI for learning.

The last part is about students’ beliefs. Firstly, by using four linear scale questions, to focus on the integration degree, necessity, the ability to solve problems, compared to the traditional method, which gives us a total appearance of the beliefs of students. Followed by the last question to discuss the core value aspect to improve the understanding of students’ beliefs about the value of Generative AI for learning. Finally, this part provides a clear framework for us about students’ beliefs.

In conclusion, all questions are used closed and mainly easy mode to ensure clear answers, improving convenience and efficiency, and reducing the cognitive load of participants. Using a process, putting the difficult thinking questions at the end, and using filler questions throughout the questionnaire are beneficial for the active rate of participation, achieving more accurate and higher quality responses. Lastly, thank the participants for their time and effort.