Under Review Materials for AIED2025

Abstract

A clear and well-documented LaTeX document is presented as an article formatted for publication by ACM in a conference proceedings or journal publication. Based on the "acmart" document class, this article presents and explains many of the common variations, as well as many of the formatting elements an author may use in the preparation of the documentation of their work.

CCS Concepts

• **Do Not Use This Code → Generate the Correct Terms for Your Paper**; *Generate the Correct Terms for Your Paper*; Generate the Correct Terms for Your Paper; Generate the Correct Terms for Your Paper.

Keywords

Do, Not, Us, This, Code, Put, the, Correct, Terms, for, Your, Paper

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1 Introduction

ACM's consolidated article template, introduced in 2017, provides a consistent LaTeX style for use across ACM publications, and incorporates accessibility and metadata-extraction functionality necessary for future Digital Library endeavors. Numerous ACM and SIG-specific LaTeX templates have been examined, and their unique features incorporated into this single new template.

If you are new to publishing with ACM, this document is a valuable guide to the process of preparing your work for publication. If you have published with ACM before, this document provides insight and instruction into more recent changes to the article template.

The "`acmart`" document class can be used to prepare articles for any ACM publication — conference or journal, and for any stage of publication, from review to final "camera-ready" copy, to the author's own version, with *very* few changes to the source.

2 Template Overview

As noted in the introduction, the "`acmart`" document class can be used to prepare many different kinds of documentation — a double-anonymous initial submission of a full-length technical paper, a two-page SIGGRAPH Emerging Technologies abstract, a "camera-ready" journal article, a SIGCHI Extended Abstract, and more — all by selecting the appropriate *template style* and *template parameters*.

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https://doi.org/XXXXXXX.XXXXXXX

This document will explain the major features of the document class. For further information, the *LaTeX User's Guide* is available from https://www.acm.org/publications/proceedings-template.

2.1 Template Styles

The primary parameter given to the "`acmart`" document class is the *template style* which corresponds to the kind of publication or SIG publishing the work. This parameter is enclosed in square brackets and is a part of the `documentclass` command:

```
\documentclass[STYLE]{acmart}
```

Journals use one of three template styles. All but three ACM journals use the `acmsmall` template style:

- `acmsmall`: The default journal template style.
- `acmlarge`: Used by JOCCH and TAP.
- `acmtog`: Used by TOG.

The majority of conference proceedings documentation will use the `acmconf` template style.

- `sigconf`: The default proceedings template style.
- `sigchi`: Used for SIGCHI conference articles.
- `sigplan`: Used for SIGPLAN conference articles.

2.2 Template Parameters

In addition to specifying the *template style* to be used in formatting your work, there are a number of *template parameters* which modify some part of the applied template style. A complete list of these parameters can be found in the *LaTeX User's Guide.*

Frequently-used parameters, or combinations of parameters, include:

- `anonymous,review`: Suitable for a "double-anonymous" conference submission. Anonymizes the work and includes line numbers. Use with the `\acmSubmissionID` command to print the submission's unique ID on each page of the work.
- `authorversion`: Produces a version of the work suitable for posting by the author.
- `screen`: Produces colored hyperlinks.

This document uses the following string as the first command in the source file:

```
\documentclass[manuscript,screen,review]{acmart}
```

3 Modifications

Modifying the template — including but not limited to: adjusting margins, typeface sizes, line spacing, paragraph and list definitions, and the use of the `\vspace` command to manually adjust the vertical spacing between elements of your work — is not allowed.

Your document will be returned to you for revision if modifications are discovered.

4 Typefaces

The "`acmart`" document class requires the use of the "Libertine" typeface family. Your TeX installation should include this set of packages. Please do not substitute other typefaces. The "`lmodern`"

and "ltimes" packages should not be used, as they will override the built-in typeface families.

5 Title Information

The title of your work should use capital letters appropriately - https://capitalizemytitle.com/ has useful rules for capitalization. Use the `title` command to define the title of your work. If your work has a subtitle, define it with the `subtitle` command. Do not insert line breaks in your title.

If your title is lengthy, you must define a short version to be used in the page headers, to prevent overlapping text. The `title` command has a "short title" parameter:

```
\title[short title]{full title}
```

6 Authors and Affiliations

Each author must be defined separately for accurate metadata identification. As an exception, multiple authors may share one affiliation. Authors' names should not be abbreviated; use full first names wherever possible. Include authors' e-mail addresses whenever possible.

Grouping authors' names or e-mail addresses, or providing an "e-mail alias," as shown below, is not acceptable:

```
\author{Brooke Aster, David Mehldau}
\email{dave,judy,steve@university.edu}
\email{firstname.lastname@phillips.org}
```

The `authornote` and `authornotemark` commands allow a note to apply to multiple authors — for example, if the first two authors of an article contributed equally to the work.

If your author list is lengthy, you must define a shortened version of the list of authors to be used in the page headers, to prevent overlapping text. The following command should be placed just after the last `\author{}` definition:

```
\renewcommand{\shortauthors}{McCartney, et al.}
```

Omitting this command will force the use of a concatenated list of all of the authors' names, which may result in overlapping text in the page headers.

The article template's documentation, available at https://www.acm.org/publications/proceedings-template, has a complete explanation of these commands and tips for their effective use.

Note that authors' addresses are mandatory for journal articles.

7 Rights Information

Authors of any work published by ACM will need to complete a rights form. Depending on the kind of work, and the rights management choice made by the author, this may be copyright transfer, permission, license, or an OA (open access) agreement.

Regardless of the rights management choice, the author will receive a copy of the completed rights form once it has been submitted. This form contains LaTeX commands that must be copied into the source document. When the document source is compiled, these commands and their parameters add formatted text to several areas of the final document:

- the "ACM Reference Format" text on the first page.
- the "rights management" text on the first page.
- the conference information in the page header(s).

Rights information is unique to the work; if you are preparing several works for an event, make sure to use the correct set of commands with each of the works.

The ACM Reference Format text is required for all articles over one page in length, and is optional for one-page articles (abstracts).

8 CCS Concepts and User-Defined Keywords

Two elements of the "acmart" document class provide powerful taxonomic tools for you to help readers find your work in an online search.

The ACM Computing Classification System — https://www.acm.org/publications/class-2012 — is a set of classifiers and concepts that describe the computing discipline. Authors can select entries from this classification system, via https://dl.acm.org/ccs/ccs.cfm, and generate the commands to be included in the LaTeX source.

User-defined keywords are a comma-separated list of words and phrases of the authors' choosing, providing a more flexible way of describing the research being presented.

CCS concepts and user-defined keywords are required for for all articles over two pages in length, and are optional for one- and two-page articles (or abstracts).

9 Sectioning Commands

Your work should use standard LaTeX sectioning commands: `\section`, `\subsection`, `\subsubsection`, `\paragraph`, and `\subparagraph`. The sectioning levels up to `\subsusection` should be numbered; do not remove the numbering from the commands.

Simulating a sectioning command by setting the first word or words of a paragraph in boldface or italicized text is **not allowed.**

Below are examples of sectioning commands.

9.1 Subsection

This is a subsection.

9.1.1 *Subsubsection.* This is a subsubsection.

Paragraph. This is a paragraph.
Subparagraph This is a subparagraph.

10 Tables

The "acmart" document class includes the "booktabs" package — https://ctan.org/pkg/booktabs — for preparing high-quality tables.

Table captions are placed *above* the table.

Because tables cannot be split across pages, the best placement for them is typically the top of the page nearest their initial cite. To ensure this proper "floating" placement of tables, use the environment **table** to enclose the table's contents and the table caption. The contents of the table itself must go in the **tabular** environment, to be aligned properly in rows and columns, with the desired horizontal and vertical rules. Again, detailed instructions on **tabular** material are found in the *LaTeX User's Guide.*

Immediately following this sentence is the point at which Table 1 is included in the input file; compare the placement of the table here with the table in the printed output of this document.

To set a wider table, which takes up the whole width of the page's live area, use the environment **table*** to enclose the table's contents and the table caption. As with a single-column table, this wide

Table 1: Frequency of Special Characters

Non-English or Math	Frequency	Comments
Ø	1 in 1,000	For Swedish names
π	1 in 5	Common in math
\$	4 in 5	Used in business
Ψ_1^2	1 in 40,000	Unexplained usage

table will "float" to a location deemed more desirable. Immediately following this sentence is the point at which Table 2 is included in the input file; again, it is instructive to compare the placement of the table here with the table in the printed output of this document.

Always use midrule to separate table header rows from data rows, and use it only for this purpose. This enables assistive technologies to recognise table headers and support their users in navigating tables more easily.

11 Math Equations

You may want to display math equations in three distinct styles: inline, numbered or non-numbered display. Each of the three are discussed in the next sections.

11.1 Inline (In-text) Equations

A formula that appears in the running text is called an inline or in-text formula. It is produced by the **math** environment, which can be invoked with the usual `\begin . . . \end` construction or with the short form `$ . . . $`. You can use any of the symbols and structures, from α to ω, available in LaTeX [24]; this section will simply show a few examples of in-text equations in context. Notice how this equation: $\lim_{n\to\infty} x = 0$, set here in in-line math style, looks slightly different when set in display style. (See next section).

11.2 Display Equations

A numbered display equation—one set off by vertical space from the text and centered horizontally—is produced by the **equation** environment. An unnumbered display equation is produced by the **displaymath** environment.

Again, in either environment, you can use any of the symbols and structures available in LaTeX; this section will just give a couple of examples of display equations in context. First, consider the equation, shown as an inline equation above:

$$\lim_{n\to\infty} x = 0 \tag{1}$$

Notice how it is formatted somewhat differently in the **displaymath** environment. Now, we'll enter an unnumbered equation:

$$\sum_{i=0}^{\infty} x + 1$$

and follow it with another numbered equation:

$$\sum_{i=0}^{\infty} x_i = \int_0^{\pi+2} f \tag{2}$$

just to demonstrate LaTeX's able handling of numbering.

12 Figures

The "`figure`" environment should be used for figures. One or more images can be placed within a figure. If your figure contains third-party material, you must clearly identify it as such, as shown in the example below.

Figure 1: 1907 Franklin Model D roadster. Photograph by Harris & Ewing, Inc. [Public domain], via Wikimedia Commons. (https://goo.gl/VLCRBB).

Your figures should contain a caption which describes the figure to the reader.

Figure captions are placed *below* the figure.

Every figure should also have a figure description unless it is purely decorative. These descriptions convey what's in the image to someone who cannot see it. They are also used by search engine crawlers for indexing images, and when images cannot be loaded.

A figure description must be unformatted plain text less than 2000 characters long (including spaces). **Figure descriptions should not repeat the figure caption – their purpose is to capture important information that is not already provided in the caption or the main text of the paper.** For figures that convey important and complex new information, a short text description may not be adequate. More complex alternative descriptions can be placed in an appendix and referenced in a short figure description. For example, provide a data table capturing the information in a bar chart, or a structured list representing a graph. For additional information regarding how best to write figure descriptions and why doing this is so important, please see https://www.acm.org/publications/taps/describing-figures/.

12.1 The "Teaser Figure"

A "teaser figure" is an image, or set of images in one figure, that are placed after all author and affiliation information, and before the body of the article, spanning the page. If you wish to have such a figure in your article, place the command immediately before the `\maketitle` command:

```
\begin{teaserfigure}
```

Table 2: Some Typical Commands

Command	A Number	Comments
\author	100	Author
\table	300	For tables
\table*	400	For wider tables

```
  \includegraphics[width=\textwidth]{sampleteaser}
  \caption{figure caption}
  \Description{figure description}
\end{teaserfigure}
```

13 Citations and Bibliographies

The use of BibTEX for the preparation and formatting of one's references is strongly recommended. Authors' names should be complete — use full first names ("Donald E. Knuth") not initials ("D. E. Knuth") — and the salient identifying features of a reference should be included: title, year, volume, number, pages, article DOI, etc.

The bibliography is included in your source document with these two commands, placed just before the `\end{document}` command:

```
\bibliographystyle{ACM-Reference-Format}
\bibliography{bibfile}
```

where "`bibfile`" is the name, without the "`.bib`" suffix, of the BibTEX file.

Citations and references are numbered by default. A small number of ACM publications have citations and references formatted in the "author year" style; for these exceptions, please include this command in the **preamble** (before the command "`\begin{document}`") of your LATEX source:

```
\citestyle{acmauthoryear}
```

Some examples. A paginated journal article [2], an enumerated journal article [10], a reference to an entire issue [9], a monograph (whole book) [23], a monograph/whole book in a series (see 2a in spec. document) [17], a divisible-book such as an anthology or compilation [12] followed by the same example, however we only output the series if the volume number is given [13] (so Editor00a's series should NOT be present since it has no vol. no.), a chapter in a divisible book [35], a chapter in a divisible book in a series [11], a multi-volume work as book [22], a couple of articles in a proceedings (of a conference, symposium, workshop for example) (paginated proceedings article) [3, 15], a proceedings article with all possible elements [34], an example of an enumerated proceedings article [14], an informally published work [16], a couple of preprints [6, 7], a doctoral dissertation [8], a master's thesis: [4], an online document / world wide web resource [1, 28, 36], a video game (Case 1) [27] and (Case 2) [26] and [25] and (Case 3) a patent [33], work accepted for publication [30], 'YYYYb'-test for prolific author [31] and [32]. Other cites might contain 'duplicate' DOI and URLs (some SIAM articles) [21]. Boris / Barbara Beeton: multi-volume works as books [19] and [18]. A couple of citations with DOIs: [20, 21]. Online citations: [36–38]. Artifacts: [29] and [5].

14 Acknowledgments

Identification of funding sources and other support, and thanks to individuals and groups that assisted in the research and the preparation of the work should be included in an acknowledgment section, which is placed just before the reference section in your document.

This section has a special environment:

```
\begin{acks}
...
\end{acks}
```

so that the information contained therein can be more easily collected during the article metadata extraction phase, and to ensure consistency in the spelling of the section heading.

Authors should not prepare this section as a numbered or unnumbered `\section`; please use the "`acks`" environment.

15 Appendices

If your work needs an appendix, add it before the "`\end{document}`" command at the conclusion of your source document.

Start the appendix with the "`appendix`" command:

```
\appendix
```

and note that in the appendix, sections are lettered, not numbered. This document has two appendices, demonstrating the section and subsection identification method.

16 Multi-language papers

Papers may be written in languages other than English or include titles, subtitles, keywords and abstracts in different languages (as a rule, a paper in a language other than English should include an English title and an English abstract). Use `language=...` for every language used in the paper. The last language indicated is the main language of the paper. For example, a French paper with additional titles and abstracts in English and German may start with the following command

```
\documentclass[sigconf, language=english, language=german,
               language=french]{acmart}
```

The title, subtitle, keywords and abstract will be typeset in the main language of the paper. The commands `\translatedXXX`, `XXX` begin title, subtitle and keywords, can be used to set these elements in the other languages. The environment `translatedabstract` is used to set the translation of the abstract. These commands and environment have a mandatory first argument: the language of the second argument. See `sample-sigconf-i13n.tex` file for examples of their usage.

17 SIGCHI Extended Abstracts

The "sigchi-a" template style (available only in LaTeX and not in Word) produces a landscape-orientation formatted article, with a wide left margin. Three environments are available for use with the "sigchi-a" template style, and produce formatted output in the margin:

sidebar: Place formatted text in the margin.
marginfigure: Place a figure in the margin.
margintable: Place a table in the margin.

Acknowledgments

To Robert, for the bagels and explaining CMYK and color spaces.

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A Initial Assessment Design

The initial assessment consists of six multiple-choice questions. Each question presents three answer choices, with only one being correct.

A.1 Learning Objectives (LOs) and AI4K12 Standard

There are 3 initial learning objectives (as shown in Figure 2 left column) that are derived from AI4K12 guideline [**?**] and teachers' real needs [**?**] for instructional materials to teach students how to use AI for learning. There are two assessment questions and corresponding instructional activities in the learning session under each LO.

A.2 Multiple-Choice Questions as a Low-cost Scalable Assessment Method

Multiple Choice Questions (MCQs) enable automatic grading while providing consistent evaluations across diverse learner groups. When carefully crafted, MCQs can target any cognitive level in Bloom's Taxonomy [**?**], making them a versatile and effective component of our assessment approach. Therefore, we chose MCQs as the only assessment question type in the initial version.

A.3 Applying scenario-based analytical assessments to measure students' skill level

Scenario-based assessments have been applied to measuring skills in varied domains, such as writing [**?**], mathematics [**?**] and science [**?**]. This situated assessment experience can engage learners and facilitate deep thinking by presenting realistic, contextual problems that promote critical thinking and knowledge application [**? ?**]. Furthermore, as our instructional goals were competency-based, scenario-based assessments that apply knowledge within specific scenarios are suitable to test students' abilities. Therefore, we situated the MCQs into different scenarios based on the corresponding learning objectives.

B Iterated Assessment Design

The iterated assessment consists of 15 questions in total, comprising ten True or False (TF) questions and five Open-Ended (OE) questions. TF1 (first TF question) to TF6 and OE1 is ***LO-AI Capacity*****;** TF7 to TF10 and OE2, OE3 are under ***LO-When Learning Happens***; OE4 and OE5 are under ***LO-Prompt Writing***.

B.1 Iteration Rationale

Changes have been made to the learning objectives (*LOs*), assessment question types (*MCQ*-multiple choice question; *TF*-true or false question; *OE*-open-ended question), and question content. The iterated version of assessment questions can be found in Figure 2-right.

B.1.1 Refocus and reorganize the assessment's targeted learning objectives. Firstly, as questions under *LO-Effective Question* (*Formulate effective questions for AI chatbots*) assess a subset of knowledge in *LO-Prompt Writing* with more fine-grained granularity, we only kept *LO-Prompt Writing* in the iterated assessment. In addition, students' pre-test scores exhibited a ceiling effect on questions under ***LO-When to Use AI*** (*Determine when using AI is good/bad for learning*), and we hypothesized this is because the previous questions focused only on avoiding the use of AI to generate direct answers. More challenging scenarios, where it's difficult to decide and when learning happens need to be considered, and should also be covered. Hence we refocus the learning objective with an emphasis on when learning happens.

Also, while the original assessment did not explicitly include LOs and questions on AI's capabilities, many students reported AI Capabilities (e.g. AI can create practice questions) as their newly gained knowledge in the post-test survey. This finding highlights both the learners' lack of prior knowledge about AI's capabilities and the effectiveness of the instructional materials in conveying this concept. As a result, we added ***LO-AI Capabilities*** (*Identify capabilities of AI chatbot to help you learn*) to the assessment.

B.1.2 Replace multiple-choice questions with True / False questions and open-ended questions. The lack of information about learners' prior knowledge can reduce the effectiveness of MCQ distractors. Students may compare options and select the correct answer through elimination or guessing. In contrast, TF questions require students to make a decision on each item individually, offering more data points to assess both the learners' true knowledge level and the quality of the question items, particularly at lower granularity [**?**].

In addition, to overcome difficulties in forming high-quality distractors in MCQs, one approach is to collect learners' common misconceptions as MCQ items. OE1, OE2, and OE3 are designed as a misconception collectors for ***LO-AI Capability*** and ***LO2-When Learning Happens*** to facilitate further iterations on assessment questions.

Although the ceiling effect in the MCQ scores for ***LO-Prompt Writing*** suggested a high level of prior knowledge on this learning objective, the students' performance in prompt writing activities during the learning session indicates otherwise. This discrepancy may be due to the fact that unlike LOs in **Design Rationale 2.5**, ***LO-Prompt Writing*** involves higher-order cognitive skills (falling under the *analyze* and *create* levels of Bloom's Revised Taxonomy [**?**]), and developing multiple-choice questions that effectively assess these higher cognitive levels is challenging even for expert instructors in traditional disciplines [**?**], let alone in an emerging field like AI Literacy. Therefore, we designed OE4 (*(Given a prompt and the AI Chatbot response) Do you think the question can generate good learning material for your quiz preparation? Why or why not?*) to assess students' analyzing skill, and OE5 (*Rewrite the question to AI to generate better preparation questions*) to assess prompt writing skill.

B.1.3 Add abstract-level questions to increase the variation of question difficulties. To more accurately estimate learners' prior knowledge, assessment questions should be designed with varying levels of difficulty and knowledge depth under the same learning objective. As such, abstract-level questions are included alongside concrete, scenario-based questions to assess learners across a broader spectrum of difficulty within the same objective.

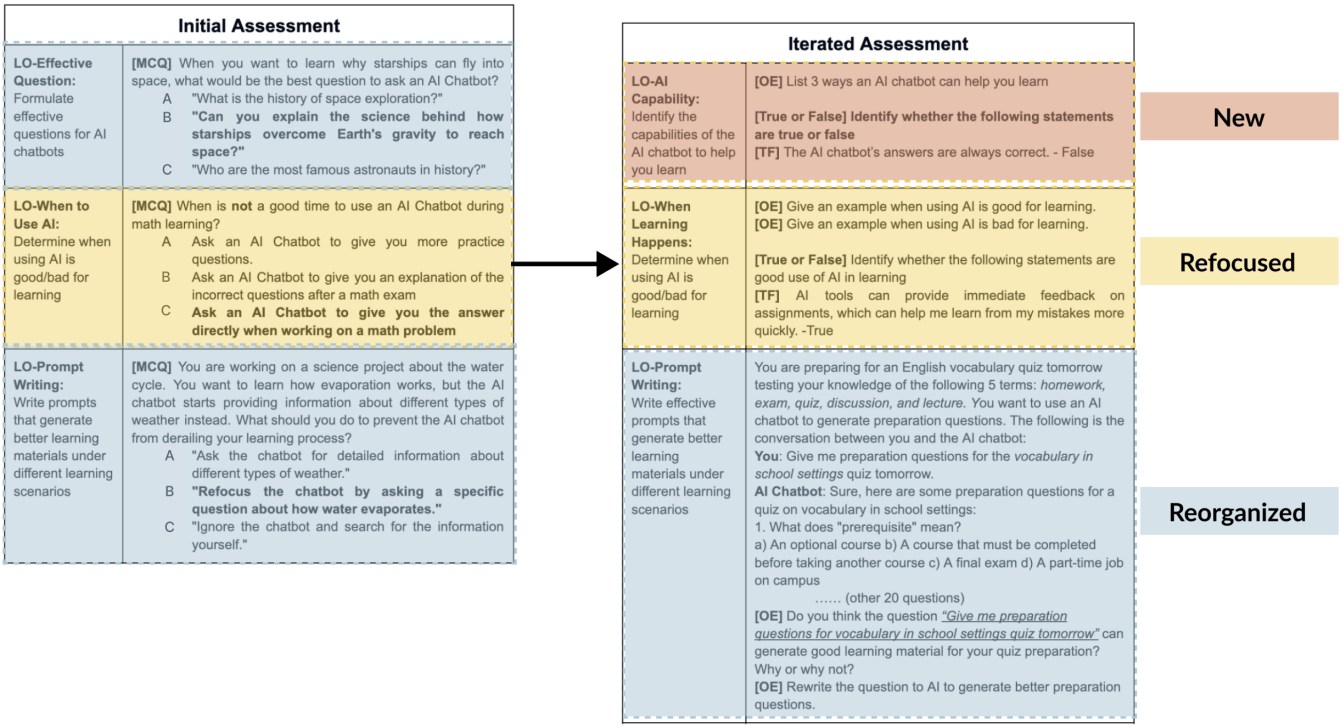

Figure 2: Initial and Iterated Assessment Design