

genAI Undergraduate Student Survey (Pilot)

January 19, 2024

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*Updated 2024-01-23
Corrected percentages on Q2, Q3, and
Q5b. Percentage updates of 0.1% one
response for Q6, Q7b, and Q9.*

About the survey

Purpose

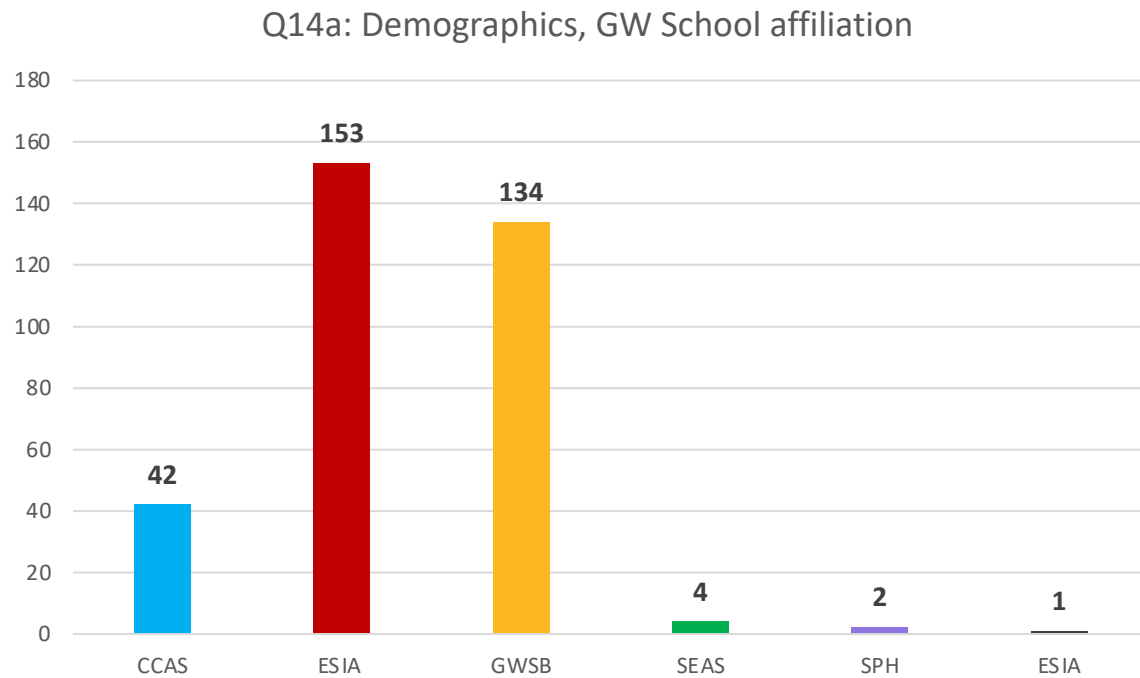
- To gather some evidence of what students are doing with genAI tools and how they are thinking about it.
- To create a pilot with the hopes of expanding in 2024.

Background

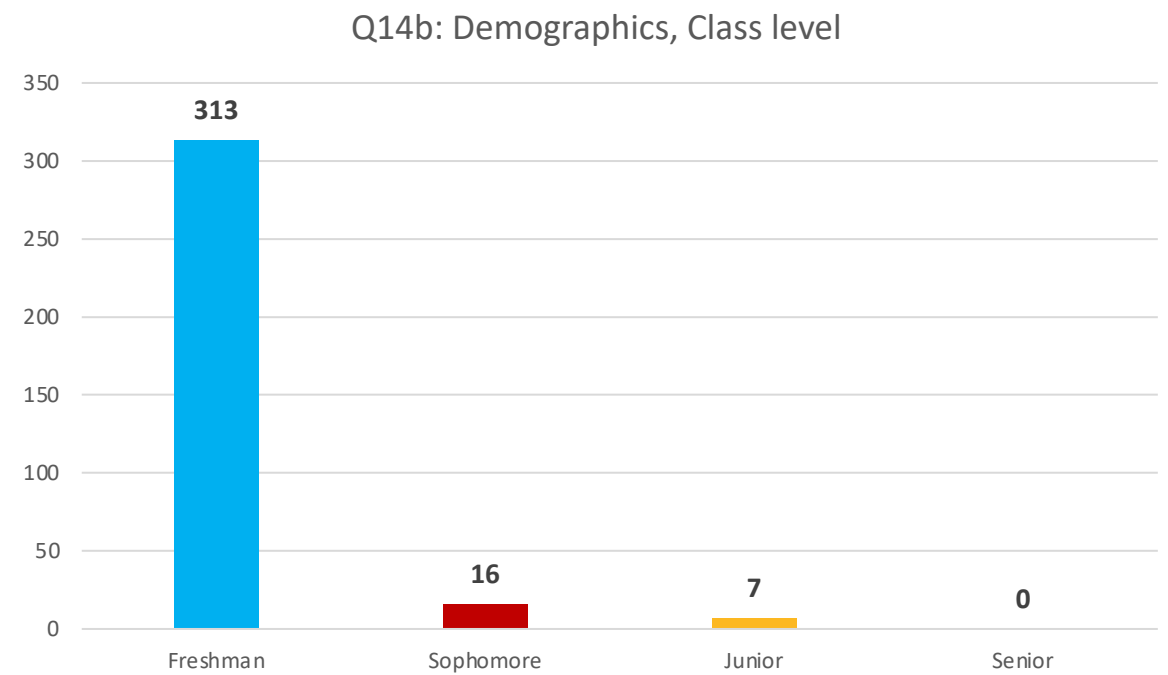
- Offered to an Economics course delivered by Irene Foster from December 12-16, 2023.
- 336 of 470 responded (71.5%).
- Qualitative analysis (Q12) was conducted in part with the aid of Microsoft Copilot and ChatGPT (Data Analyst GPT).

Demographics

Q14a: GW School affiliation



Q14b: Class level

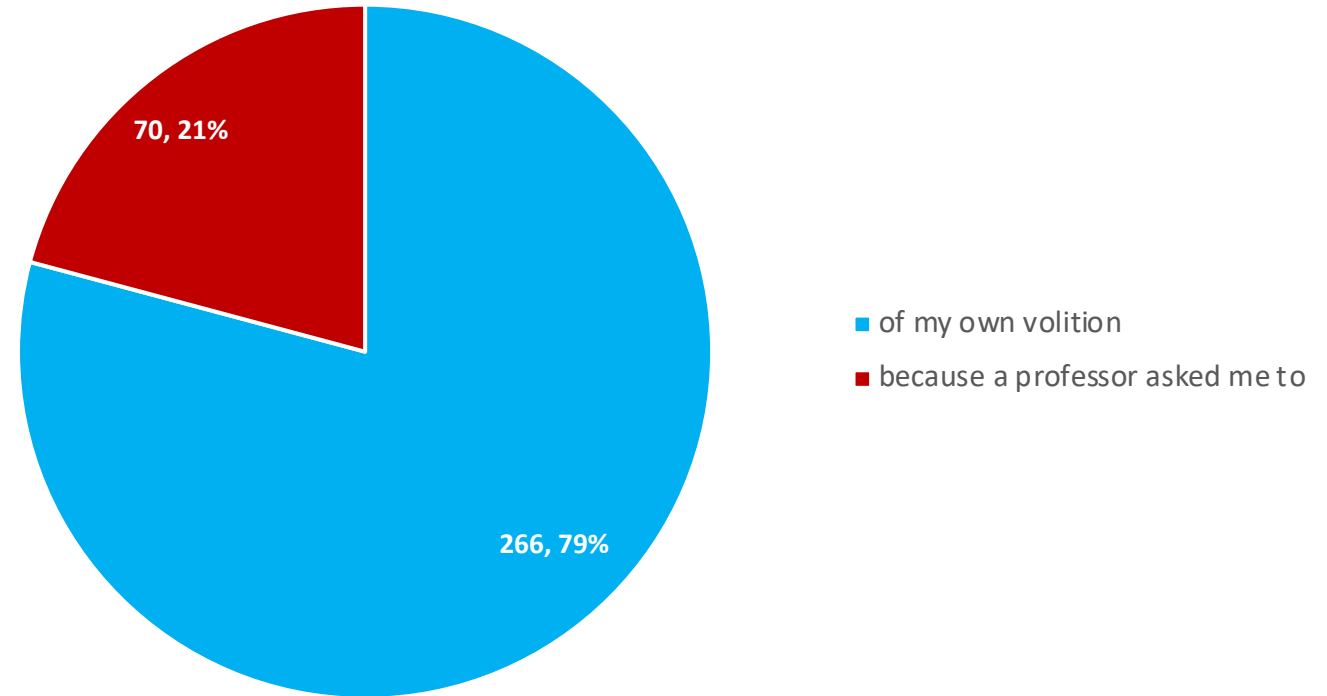


Q4c: I am using GAI:

336 responses

- of my own volition – 266 (79.2%)
- because a professor asked me to – 70 (20.8%)

Q4c: Respondent use of GAI



Summary:

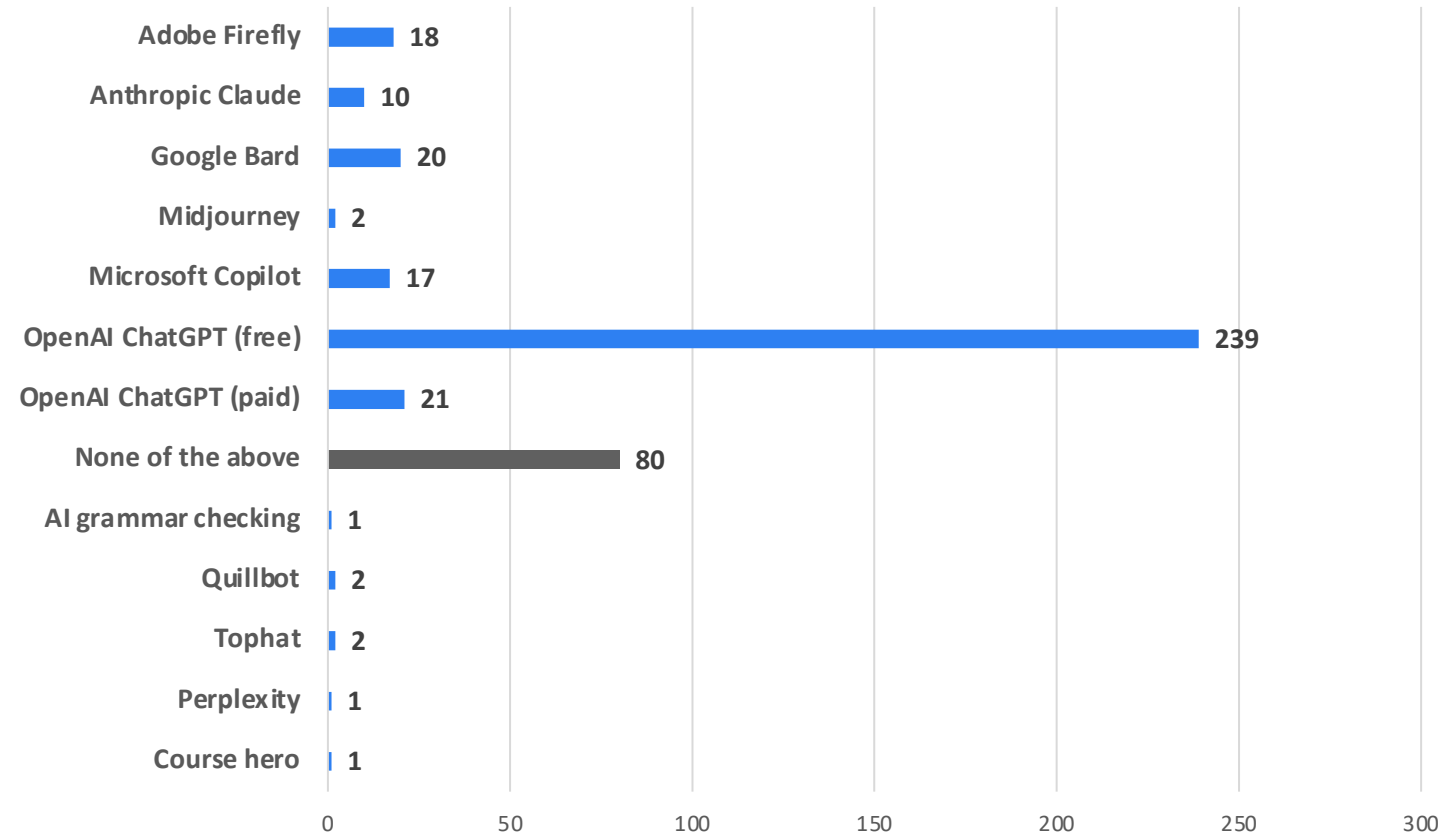
May indicate students are placing value on getting to know GAI tools. (See responses to Q1, Q2, and Q3.)

Q1: Which of the following GAI tools have you used during the Fall 2023 term? (Choose all that apply.)

336 responses, 414 selections

- Adobe Firefly (provided by GW) – 18
- Anthropic Claude – 10
- Google Bard – 20
- Midjourney – 2
- Microsoft Copilot – 17
- OpenAI ChatGPT (free version) – 239
- OpenAI ChatGPT (paid version) – 21
- None of the above – 80
- AI grammar checking – 1
- Quillbot – 2
- Tophat – 2
- Perplexity – 1
- Course hero – 1

Q1: Type of GAI tools used during Fall 2023 term



Summary:

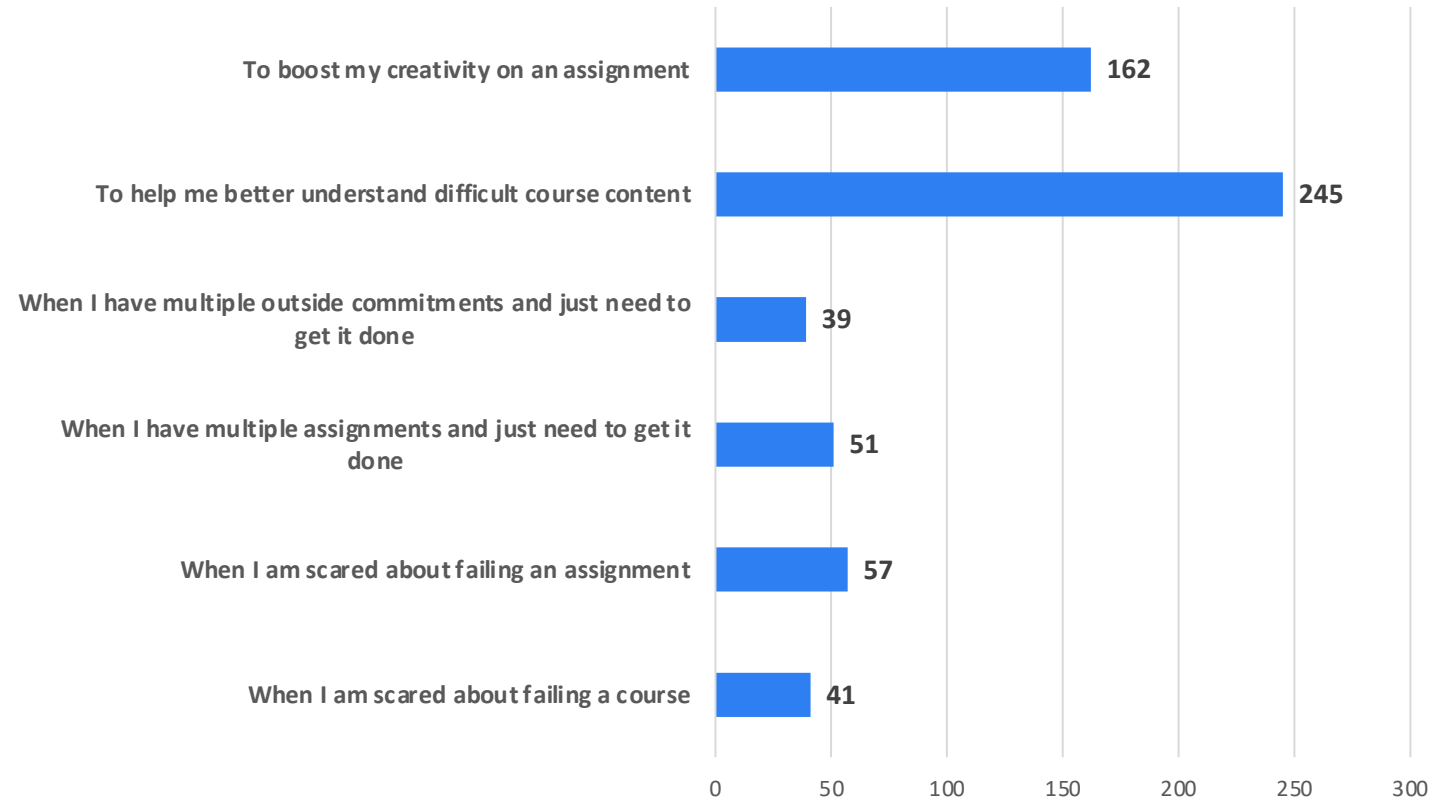
We see that students report using multiple genAI tools and that ChatGPT (free) is most dominant.

Q3: For which of the following reasons have you turned to GAI tools to help you with your school work? (Choose all that apply.)

336 responses, 595 selections

- To boost my creativity on an assignment – 162 (27.3%)
- To help me better understand difficult course content – 245 (41.2%)
- When I have multiple outside commitments and just need to get it done – 39 (6.5%)
- When I have multiple assignments and just need to get it done – 51 (8.5%)
- When I am scared about failing an assignment – 57 (9.5%)
- When I am scared about failing a course – 41 (7.0%)

Q3: Reasons turned to GAI tools for help



Summary:

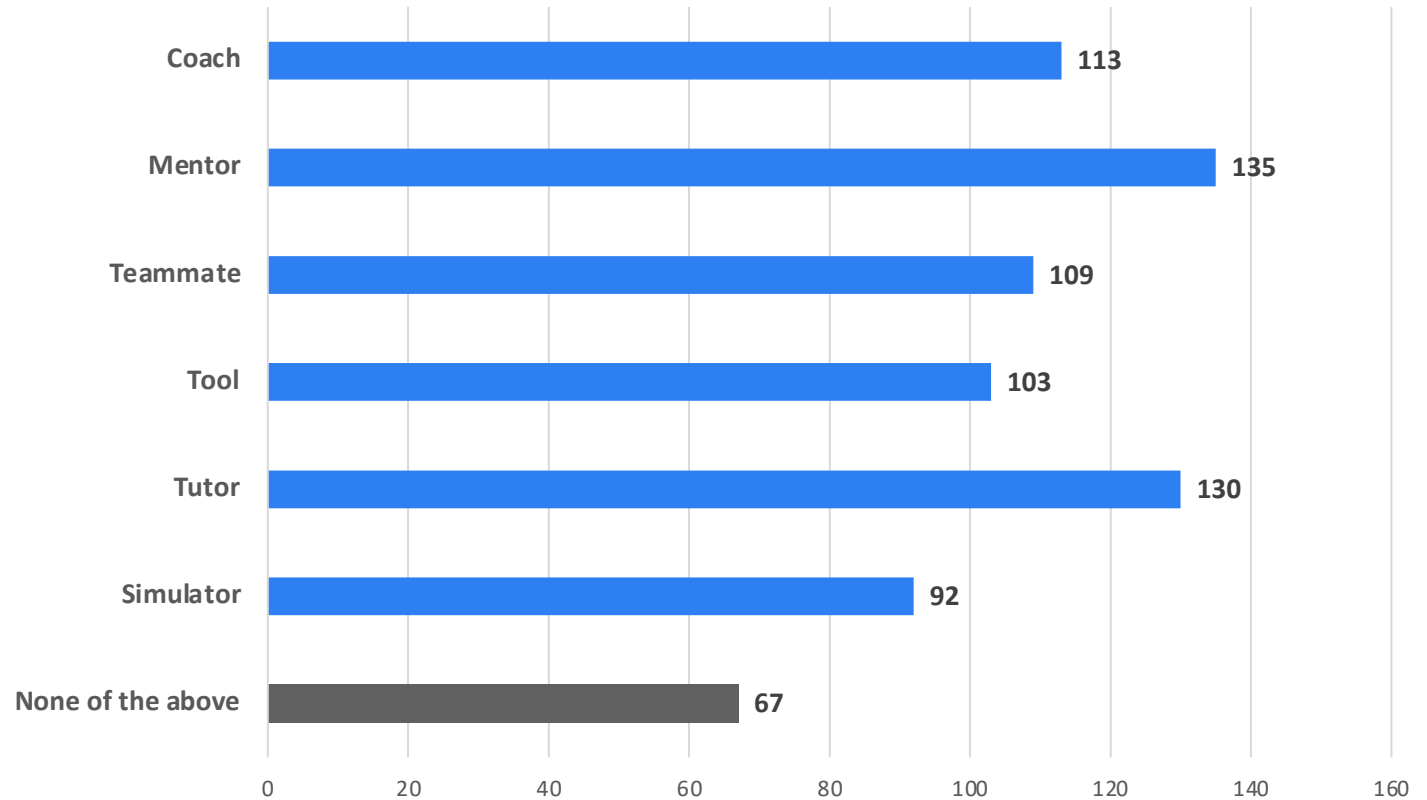
The total selections make clear that respondents are using GAI tools to solve more than one of these problems.

Q2: In which of the following ways do GAI tools, such as ChatGPT, act as a partner to help you with your school work? (Choose all that apply.)

336 responses, 749 selections

- Coach – reflection and learning regulation – 113 (15%)
- **Mentor – provide feedback – 135 (18%)**
- Teammate – alternative viewpoints – 109 (14.5%)
- Tool – accomplish tasks – 103 (13.8%)
- Tutor – receive instruction – 130 (17.4%)
- Simulator – practice applying knowledge – 92 (12.3%)
- None of the above – 67 (9.0%)

Q2: Type of partnership with GAI tools



Summary:

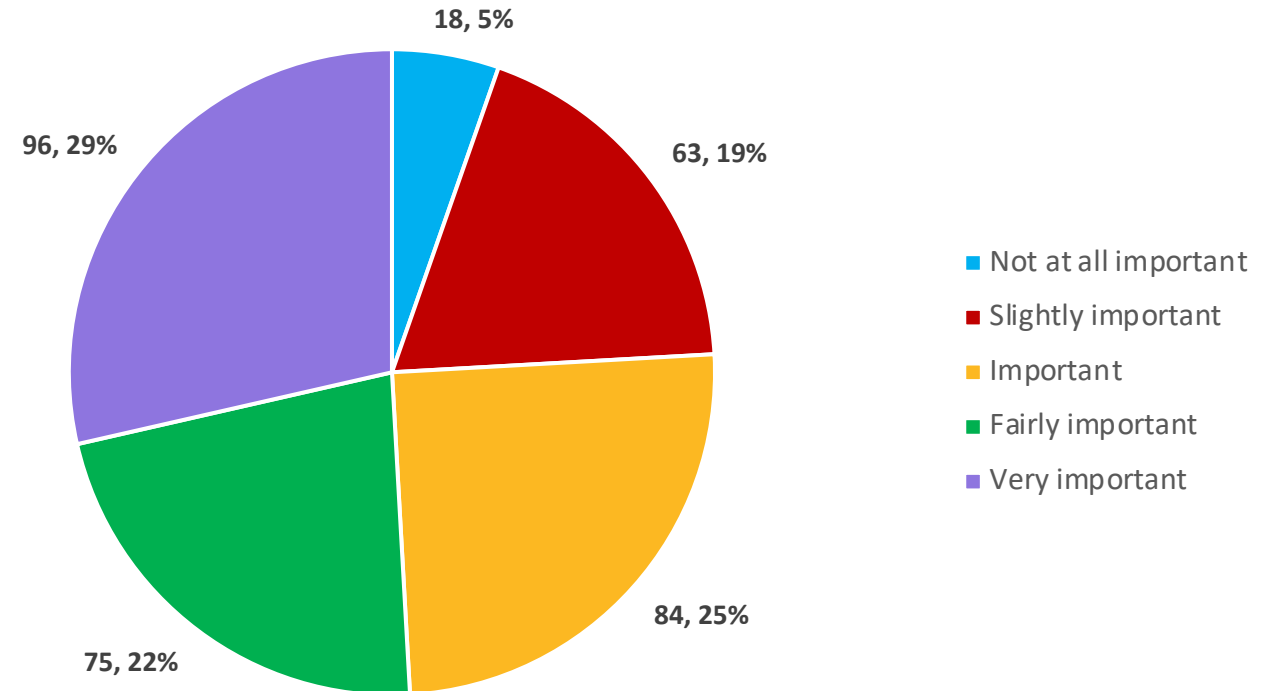
Tutor is only 0.6% less than Mentor. 67 stated that none of their partnerships matched their use. Results indicate students are using genAI tools as multiple partner types.

Q9: How important do you think it is for you to learn how to effectively use GAI tools?

336 responses

- Not at all important – 18 (5.4%)
- Slightly important – 63 (18.8%)
- Important – 84 (25.0%)
- Fairly important – 75 (22.3%)
- **Very important – 96 (28.6%)**

Q9: Importance to learn effective GAI tool use



Summary:

94.6% of responses place some importance on developing knowledge of effective GAI tool use. May indicate that students see GAI tool use as another skill they need to learn.

Q5a: Have any of the professors, in classes you are taking this semester, explicitly allowed the use ChatGPT or other GAI tools for the following:

To get started with writing:
(340 responses)

- Yes – 122 (35.9%)
- No – 127 (37.4%)
- Don't know – 91 (26.8%)

To help clarify concepts:
(339 responses)

- Yes – 175 (51.6%)
- No – 88 (26.0%)
- Don't know – 76 (22.4%)

To teach writing styles:
(338 responses)

- Yes – 61 (18.0%)
- No – 175 (51.8%)
- Don't know – 102 (30.2%)

To see a problem solved step-by-step:
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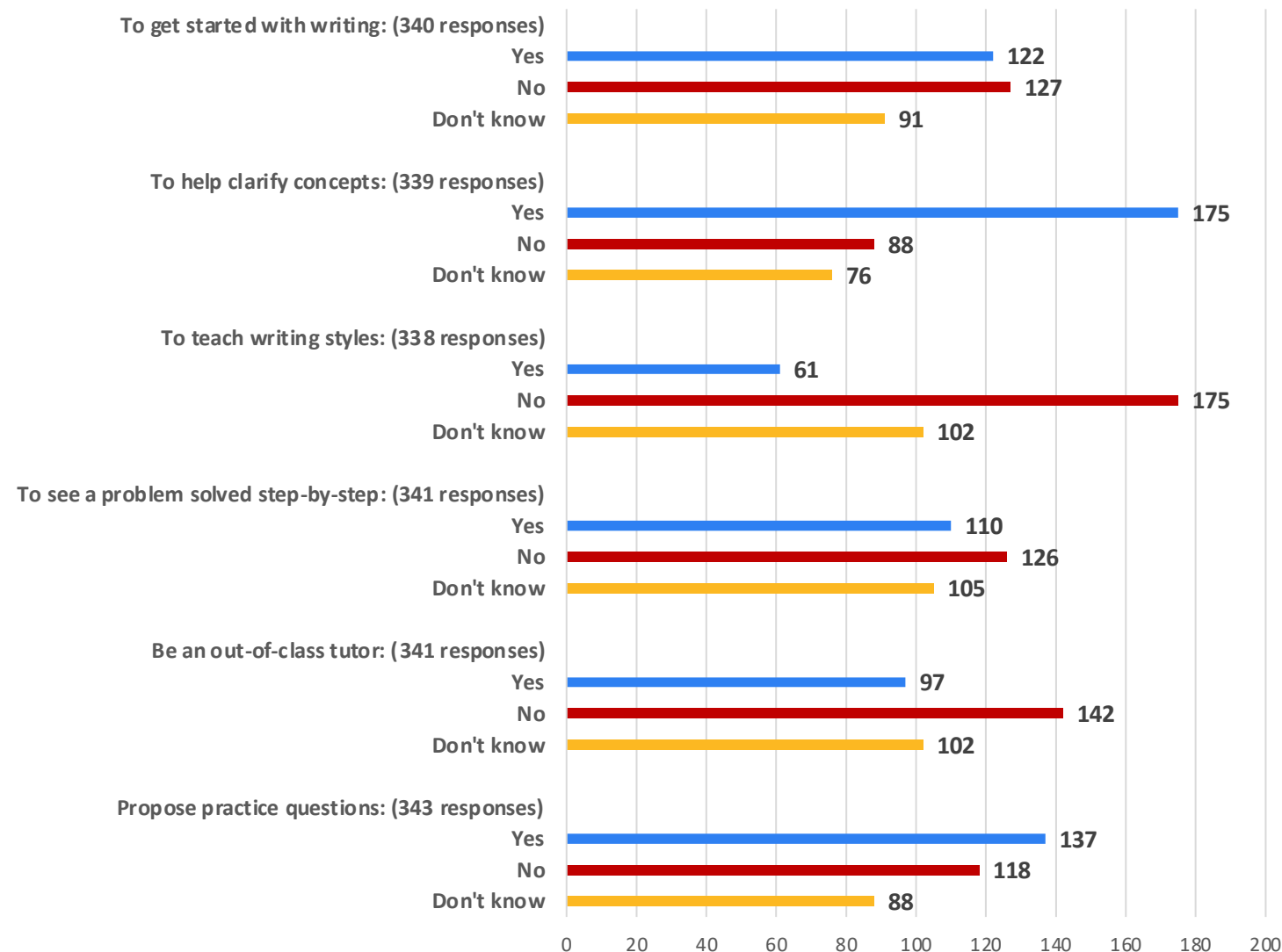
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- No – 126 (37.0%)
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Be an out-of-class tutor:
(341 responses)

- Yes – 97 (28.5%)
- No – 142 (41.6%)
- Don't know – 102 (30.0%)

Propose practice questions:
(343 responses)

- Yes – 137 (40%)
- No – 118 (34.4%)
- Don't know – 88 (26.7%)



Summary:

Mixed responses. May hint at inconsistent direction/messaging across courses. (See Q4c and Q12.)

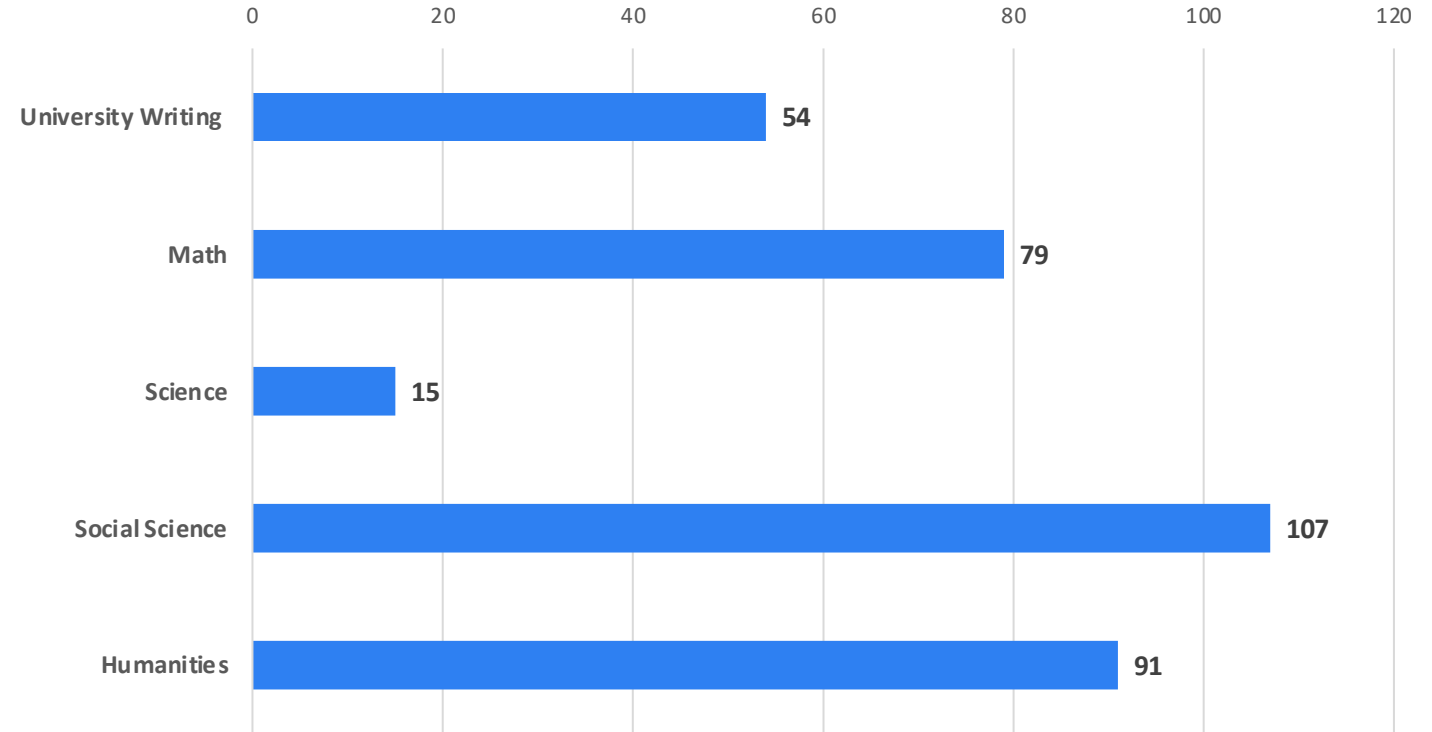
Q5b: If you answered "Yes" to anything in 5a, can you please specify in which classes they were (choose all that apply):

225 responses, 346 selections

- University Writing – 54
- Math – 79
- Science – 15
- **Social Science – 107**
- Humanities – 91

** Note: 111 participants did not respond to this item.

Q5b: Classes in which GAI tools were used



Summary:

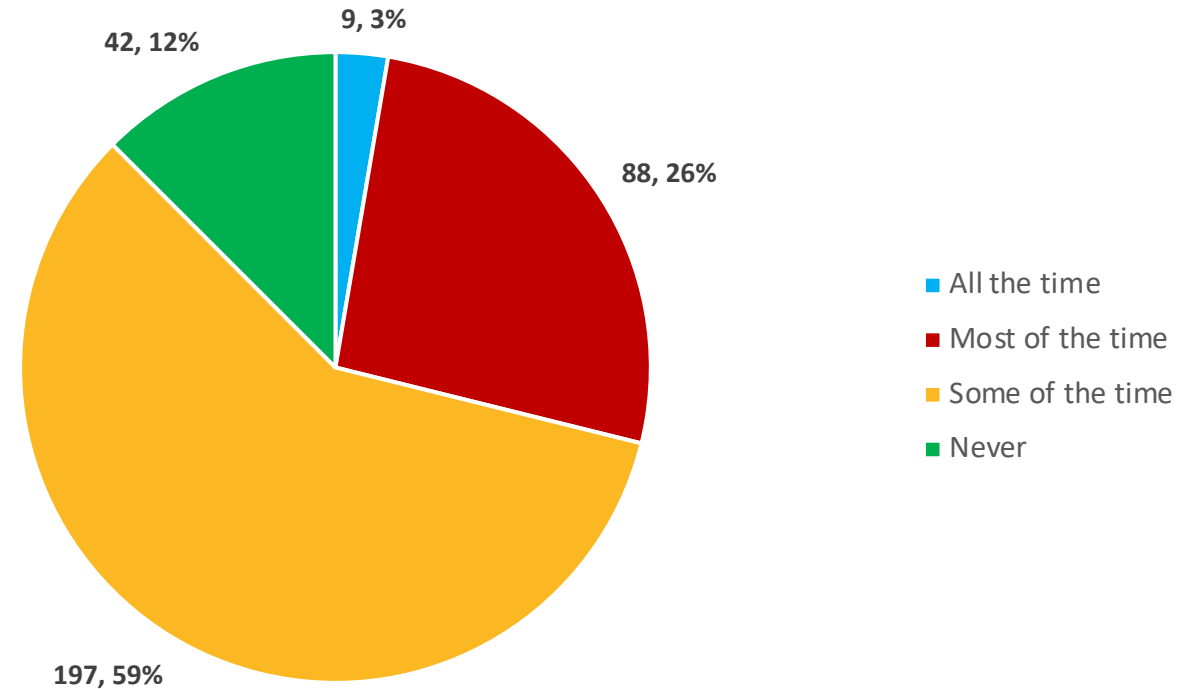
Compare with question 5a. Indicates that students are experiencing a variation of GAI allowance use policies. Problematic in terms of helping students to know where and when to use the technology.

Q10: I believe GAI is an accurate source of information for my school work.

336 responses

- All the time – 9 (2.7%)
- Most of the time – 88 (26.2%)
- Some of the time – 197 (58.6%)
- Never – 42 (12.5%)

Q10: Belief in GAI as an accurate source of information



Summary:

Responses may indicate that students have a healthy skepticism with the information that GAI tools provide them. May also demonstrate that students equally value critical thinking to faculty and staff.

Q6: I would understand if a faculty member did not want me to use GAI tools in their course, and clearly explained why.

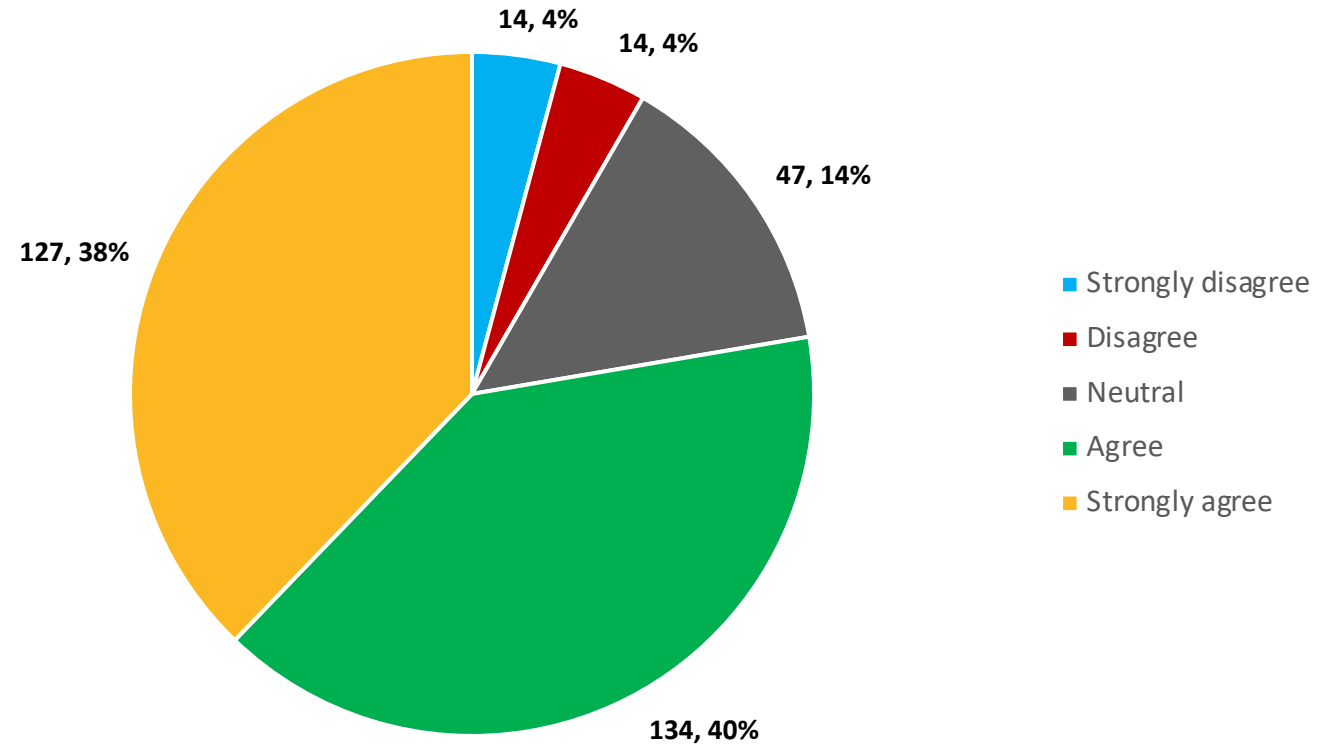
336 responses

- Strongly disagree – 14 (4.2%)
- Disagree – 14 (4.2%)
- Neutral – 47 (14.0%)
- Agree – 134 (39.9%)
- Strongly agree – 127 (37.8%)

Leaning

- Lean disagree – 28
- Lean agree – 261

Q6: Understanding of faculty not wanting GAI tool use



Summary:

Students have an understanding and thoughtfulness of faculty who do not want them to use GAI tools. Recognition does not equal shared value(s) however. Opportunity for faculty to explain viewpoint.

Q12: What approach would you like to see GW take regarding the use of GAI tools in classes?

290 responses

* Some of the thoughtful responses *

Highlights are in alignment with stated faculty and staff concerns.

- #165: I've heard of some professors checking for the responses GAI tools provide to prompts they expect their students to respond to with their own words in order to be able to sniff out when students have simply copied a GAI tool response, which I think is a valid way to encourage students to be original. However, I do feel that tools like ChatGPT are going to become normalized, and that professors should offer useful ways or prompts students can use to get the most learning out of these tools.
- #128: I believe that GWU should embrace the use of GAI tools in classes going forward. It is understandable that there are reservations regarding the usage of GAI tools through forms of cheating, plagiarizing, and slacking off; however, GAI can also be helpful to check your work, understand concepts more completely, and minimize time spent on research.
- #200: I think it would be useful to use GAI in certain scenarios but I think it is so important for students to still think critically for themselves. Maybe incorporating an assignment where the use of AI is required.
- #217: I think when used appropriately it can be an extremely useful tool that can even increase your understanding of a subject, but when taken advantage of it can inhibit learning.



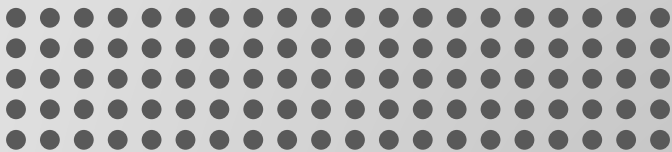
genAI assisted qualitative analysis: Q12, second application (2024/01)

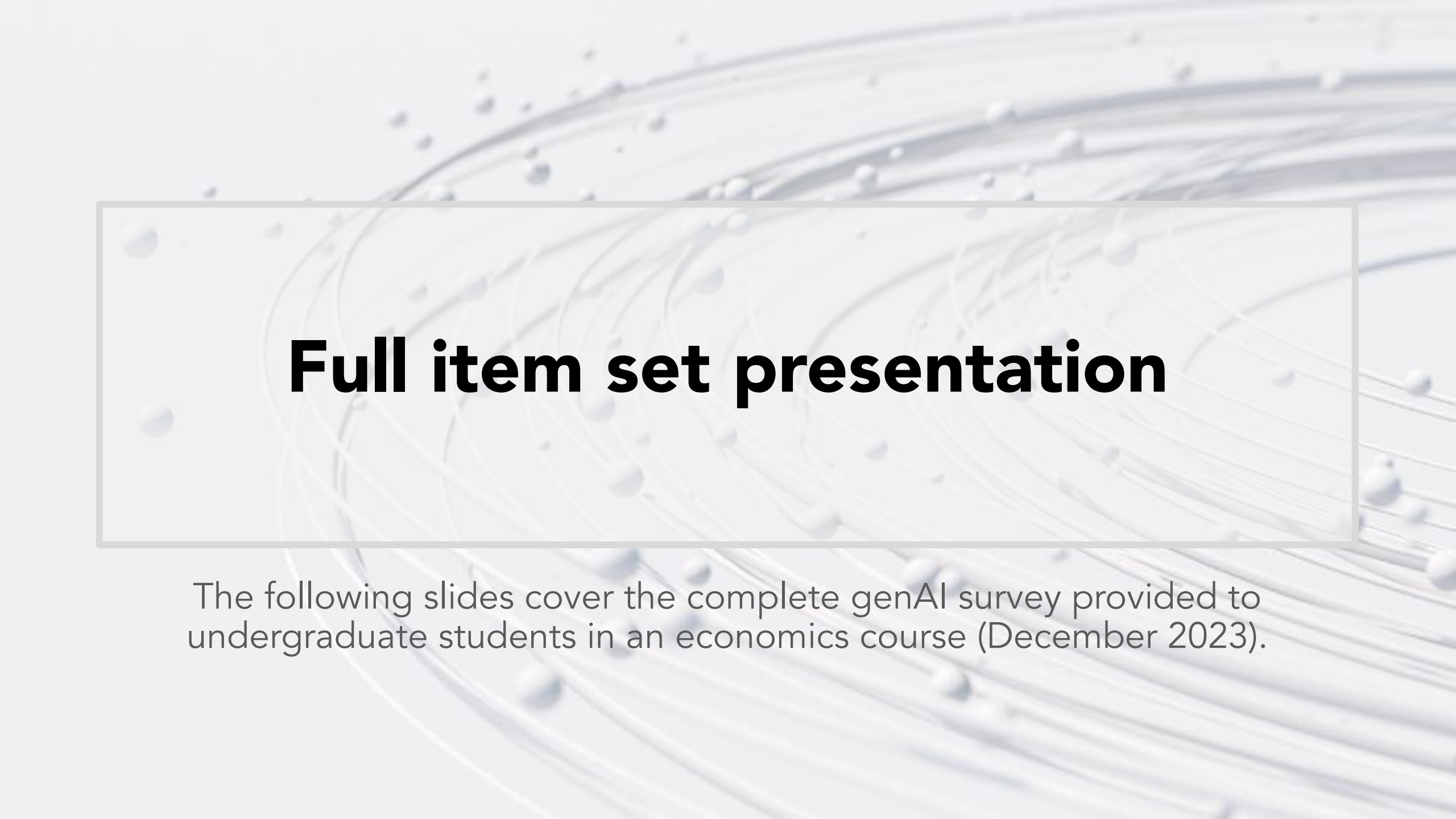
Human coding results

1: Use	Clearly in favor of genAI tool use with a wide statement.	96 responses
2: Lean-use	In favor of genAI tool use, but identifying a specific learning use.	140 responses
3: Undecided	States they are unsure or offers positions of use and disuse.	42 responses
4: Lean-disuse	Not in favor of genAI tool use, but without an absolute 'no'.	6 responses
5: Disuse	Clearly not in favor of genAI tool use with a wide statement.	6 responses

Implications for EPT

1. Recognize that students need guidance.
 - Coaching – we should begin to define appropriate and effective use.
 - Policy – we should set common rules or guidance for use. There is a void right now.
2. Bolster greater data collection on genAI.
 - Survey departments, faculty, students.
3. Provide guidance on a common or types of GW training programs.
 - For students and faculty.
 - Align with guidance to students.
 - Help GW build for the future.





Full item set presentation

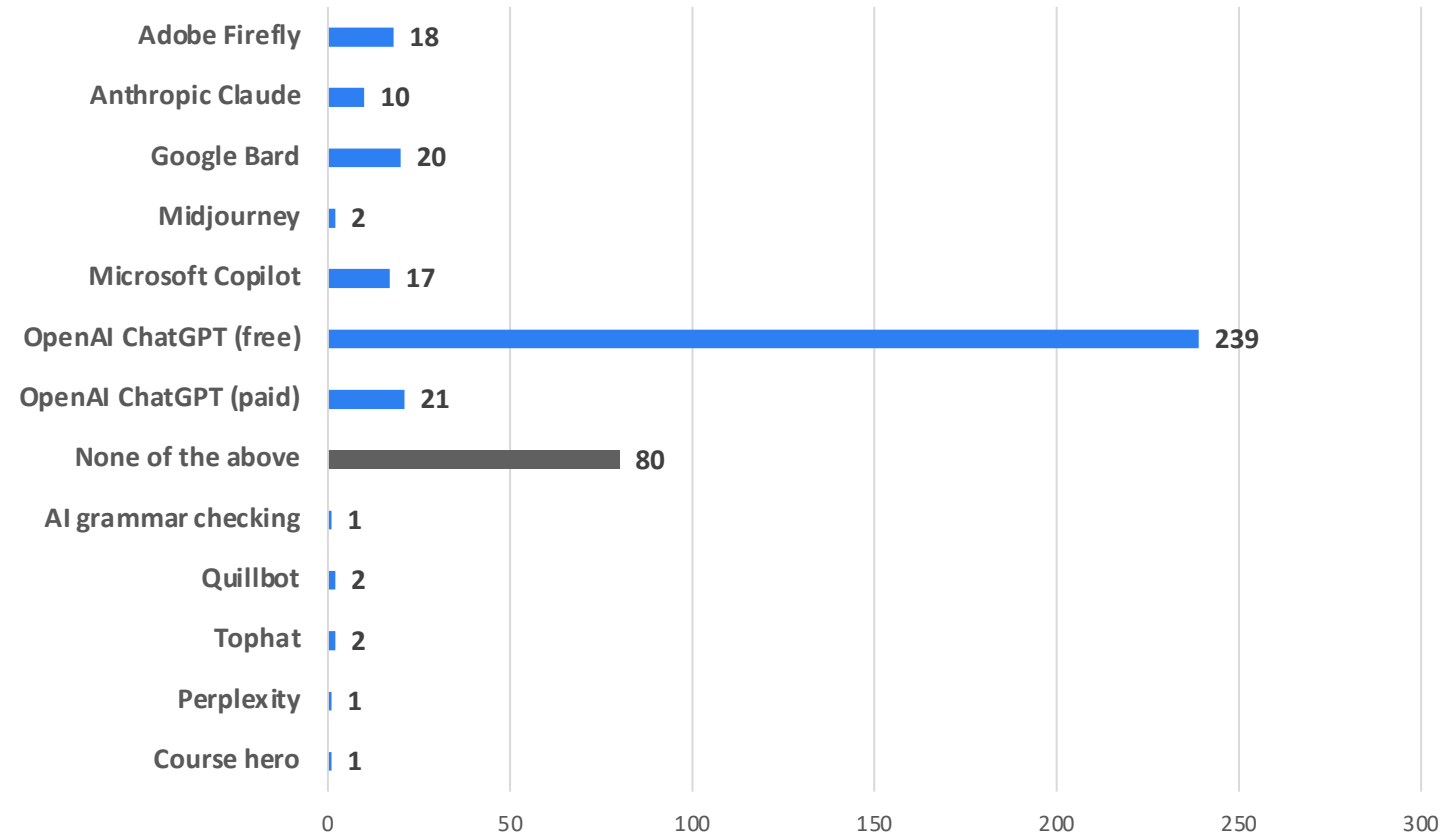
The following slides cover the complete genAI survey provided to undergraduate students in an economics course (December 2023).

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Q1: Type of GAI tools used during Fall 2023 term



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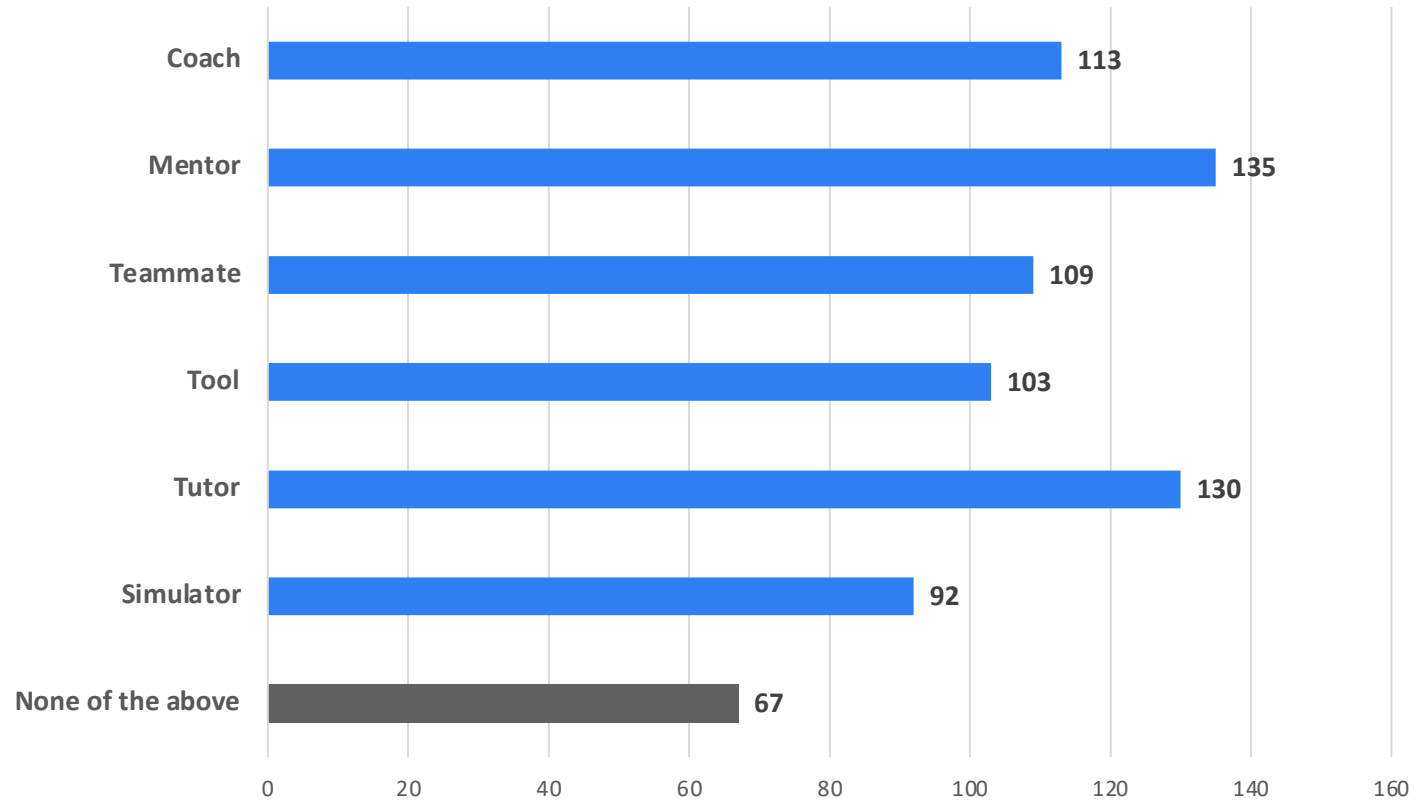
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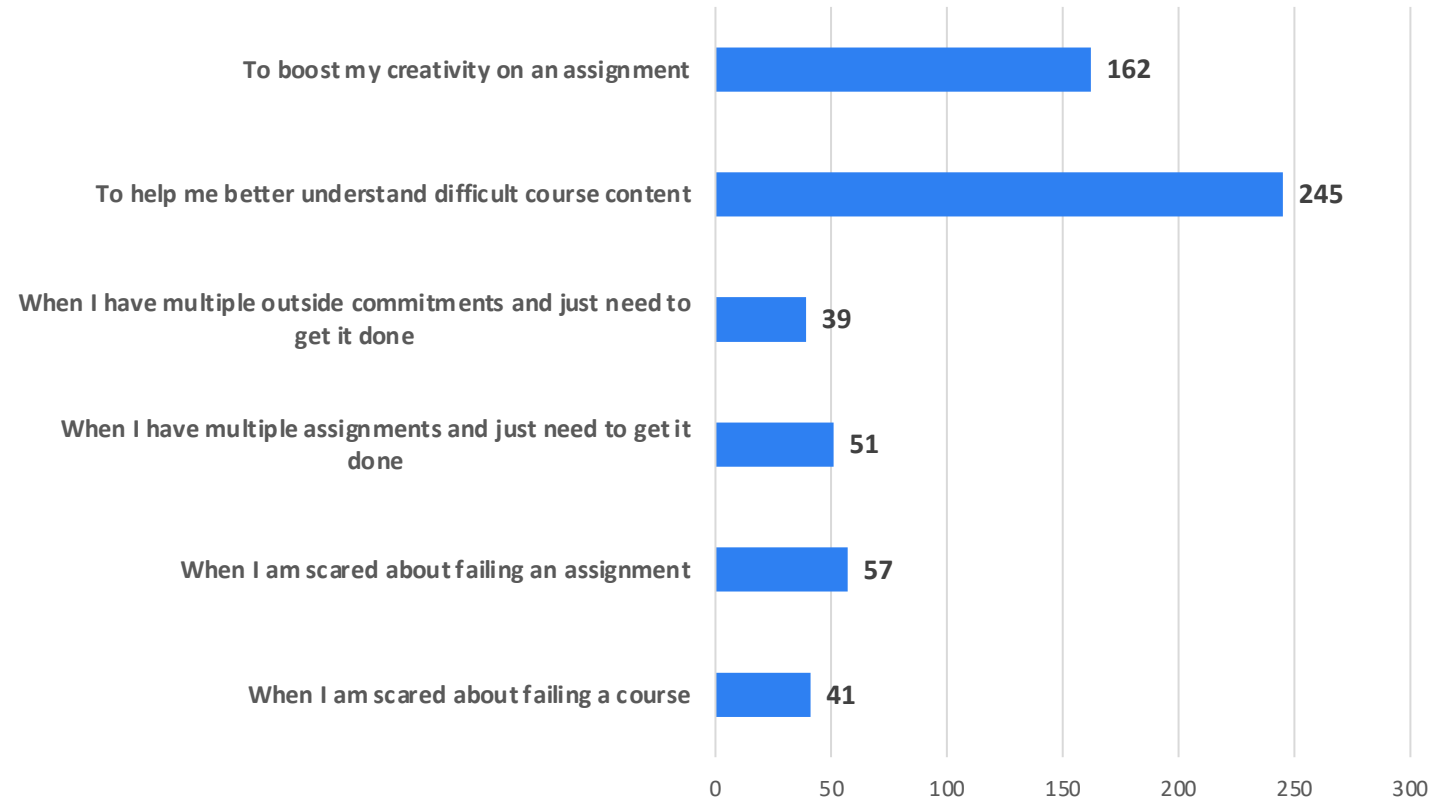
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Q3: Reasons turned to GAI tools for help



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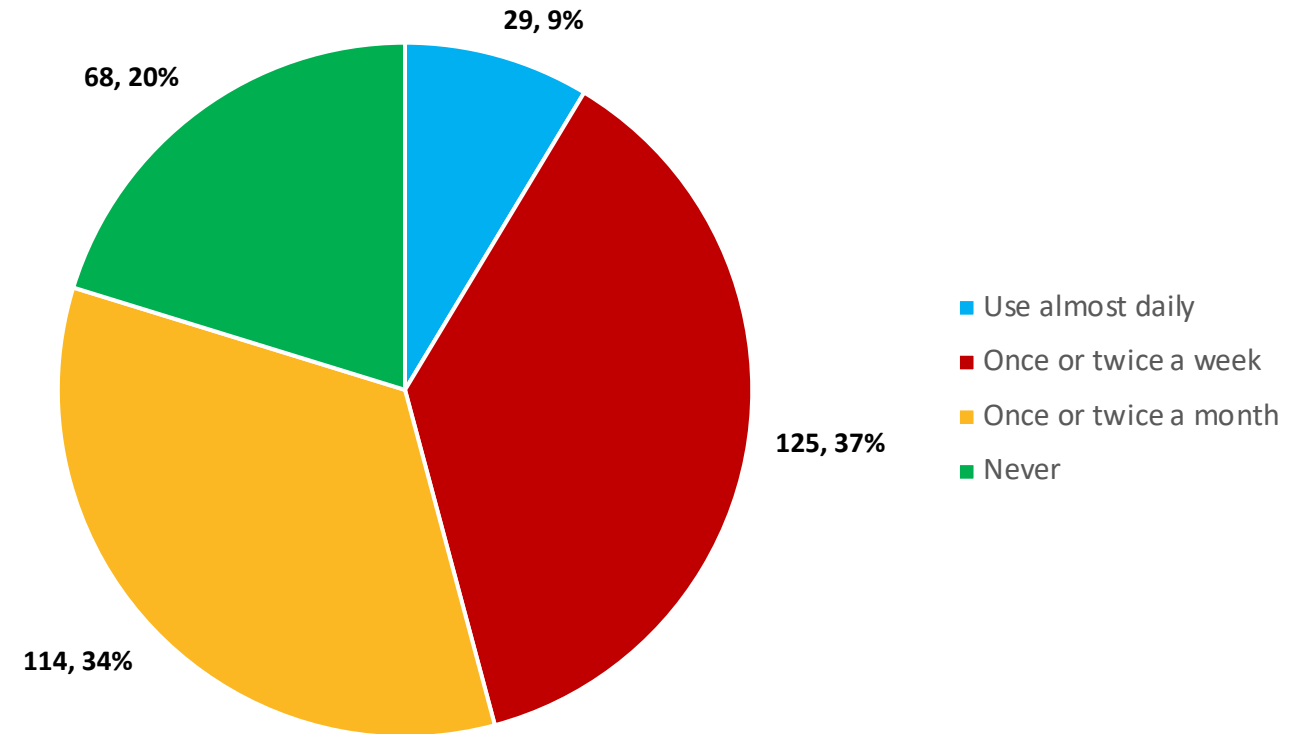
The total selections make clear that respondents are using GAI tools to solve more than one of these problems.

Q4a: How often do you use GAI tools (e.g. OpenAI ChatGPT) ChatGPT or other GAI to help with your school work? Please choose the best answer.

336 responses

- Use almost daily – 29 (8.6%)
- Once or twice a week – 125 (37.2%)
- Once or twice a month – 114 (33.9%)
- Never – 68 (20.2%)

Q4a: Frequency of respondent GAI tool use



Summary:

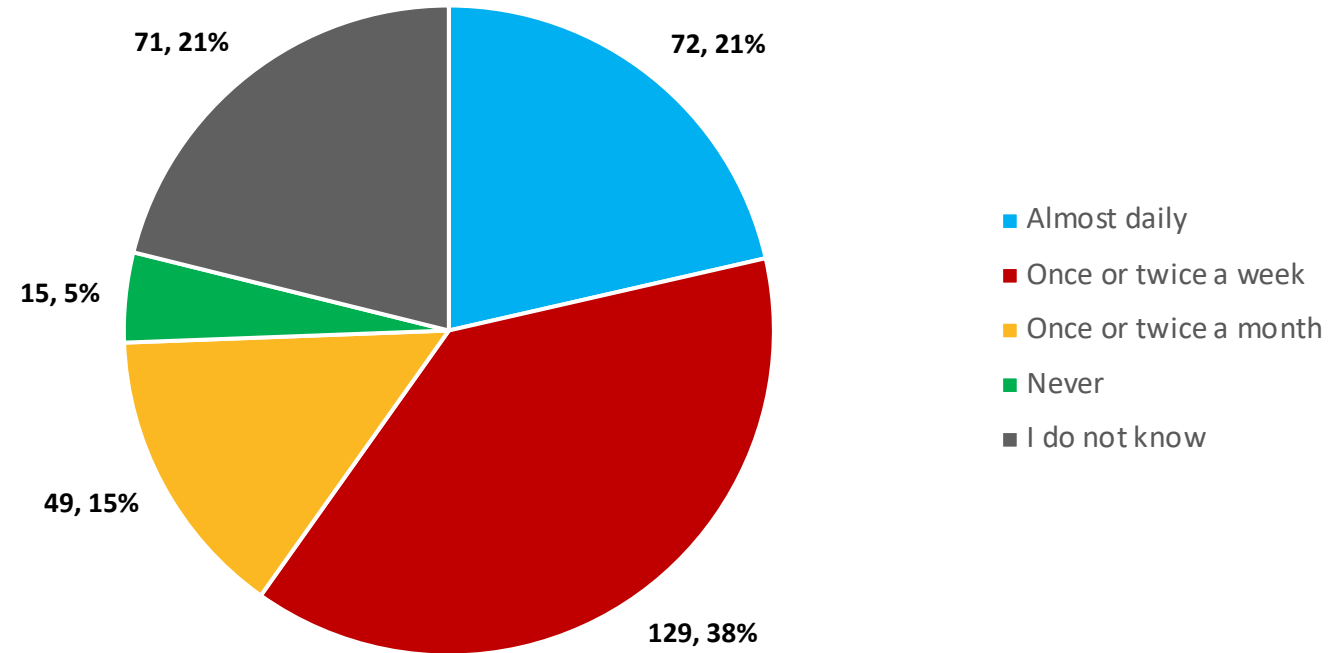
Compare with question 4b. Indicates that students are using GAI tools, but less frequently than we have assumed.

Q4b: How often would you say your friends use GAI tools (e.g. OpenAI ChatGPT) to help with their school work? Please choose the best answer.

336 responses

- Almost daily – 72 (21.4%)
- **Once or twice a week – 129 (38.4%)**
- Once or twice a month – 49 (14.6%)
- Never – 15 (4.5%)
- I do not know – 71 (21.1%)

Q4b: Expected frequency of friend GAI tool use



Summary:

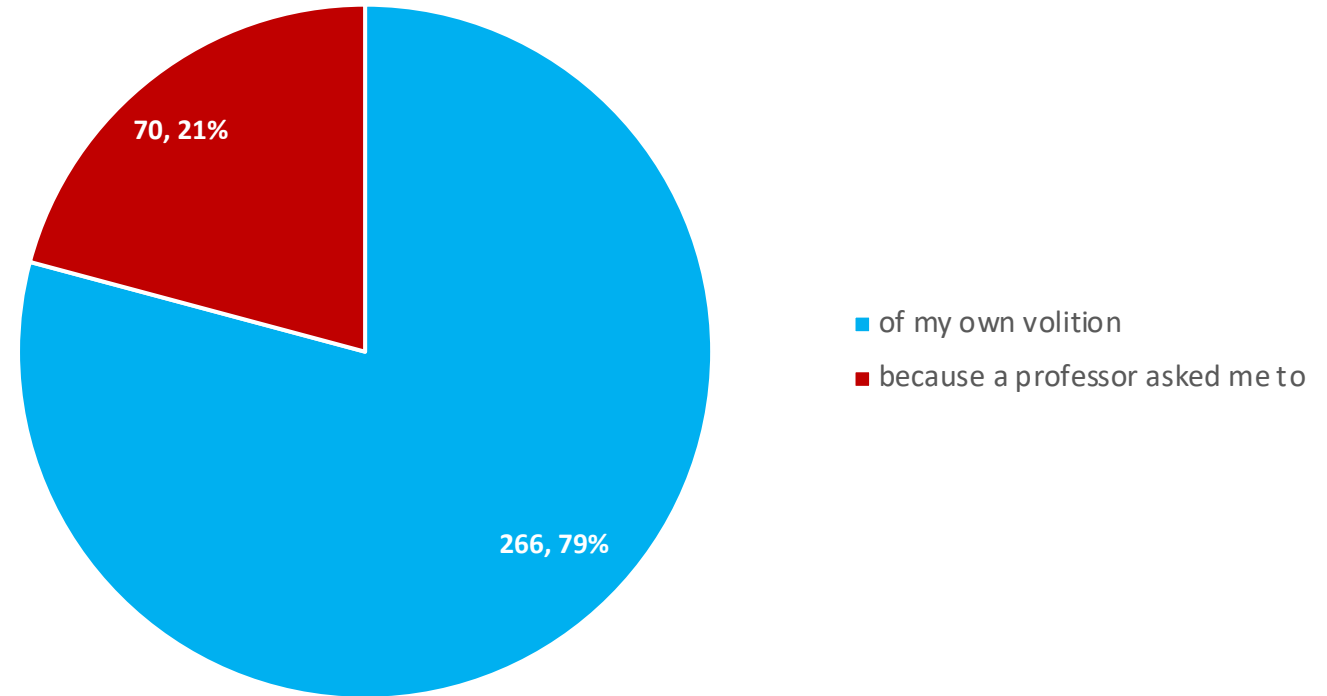
Compare with question 4a. Indicates that students believe their friends are using GAI more frequently than themselves. Note >20% responded 'I do not know'.

Q4c: I am using GAI:

336 responses

- of my own volition – 266 (79.2%)
- because a professor asked me to – 70 (20.8%)

Q4c: Respondent use of GAI



Summary:

May indicate students are placing value on getting to know GAI tools. (See responses to Q1, Q2, and Q3.)

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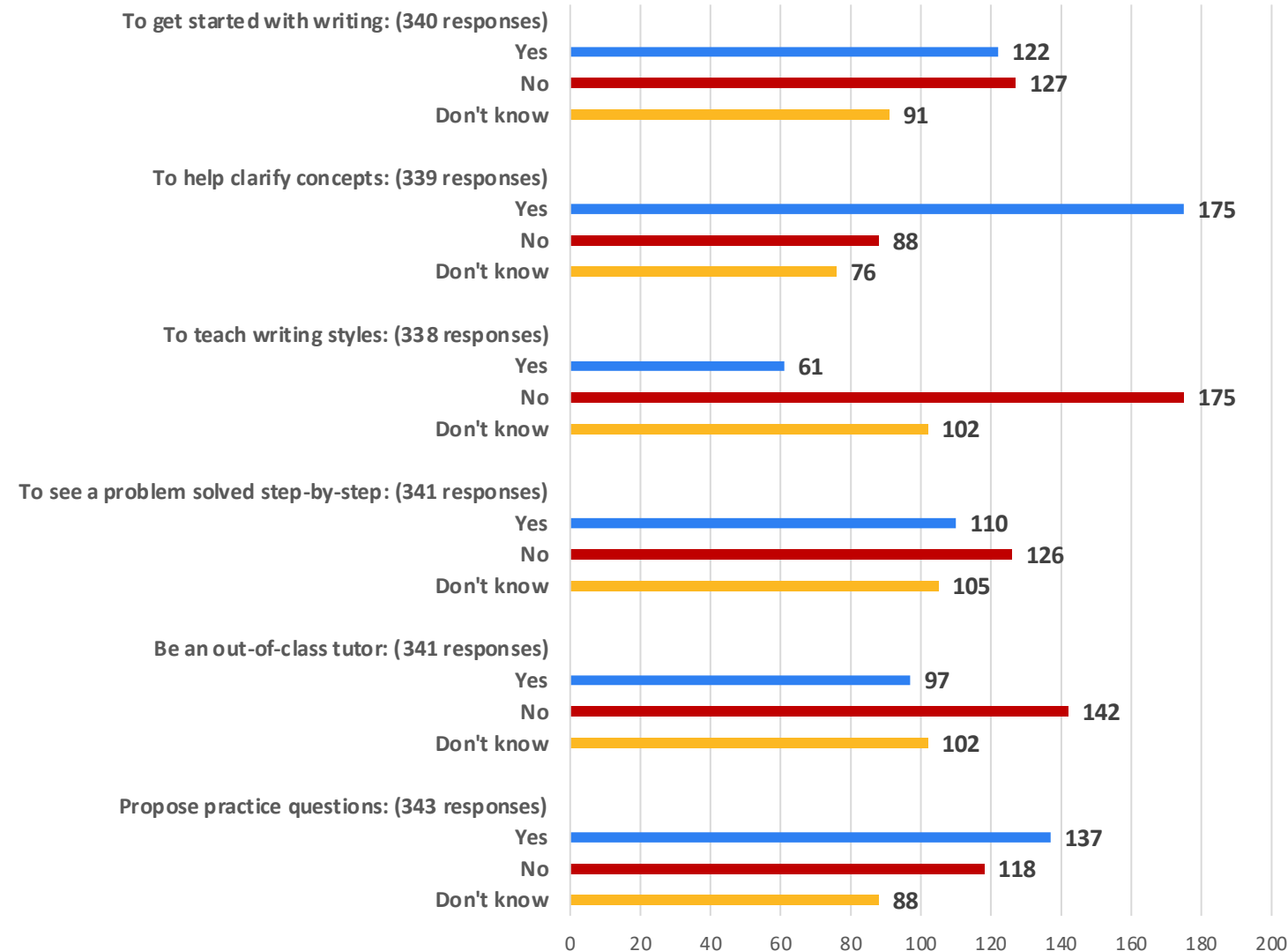
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(341 responses)

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Propose practice questions:
(343 responses)

- Yes – 137 (40%)
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Summary:

Mixed responses. May hint at inconsistent direction/messaging across courses. (See Q4c and Q12.)

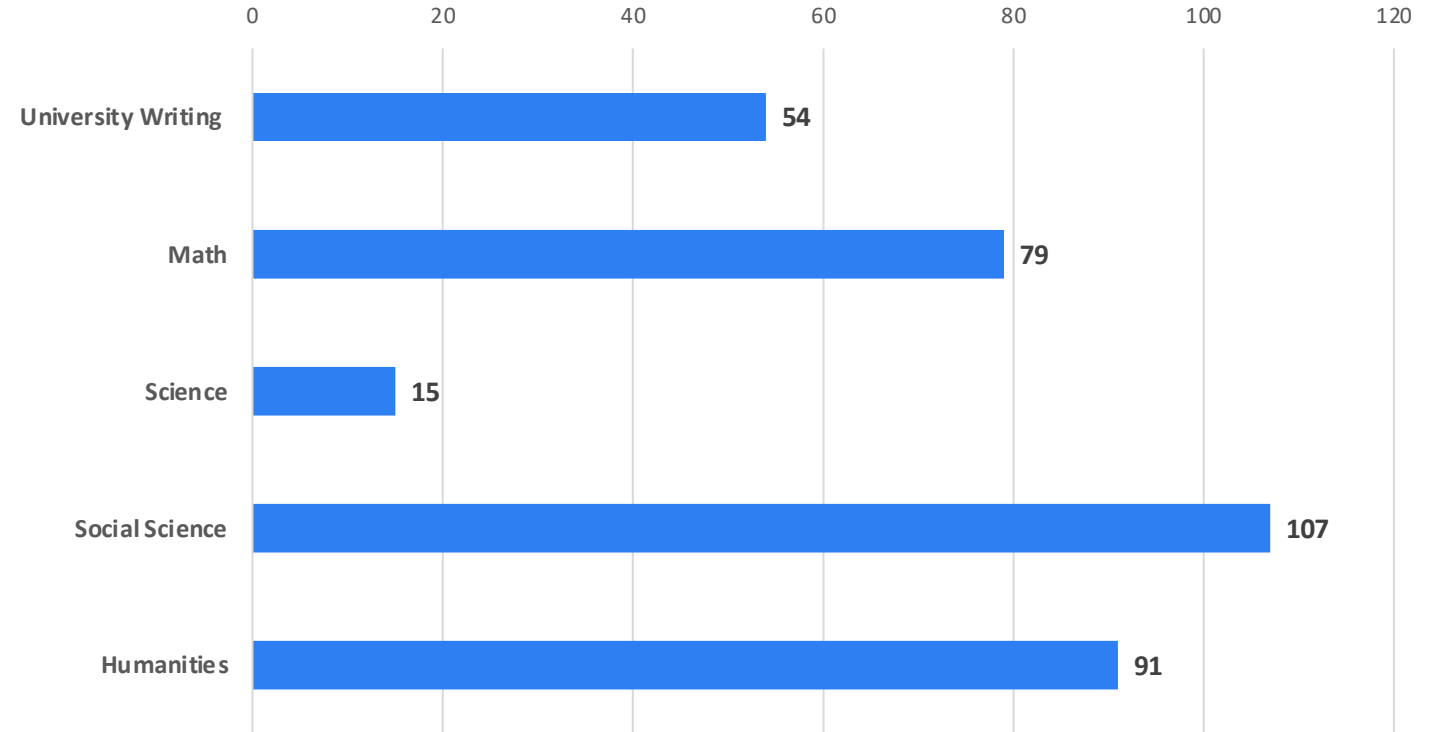
Q5b: If you answered "Yes" to anything in 5a, can you please specify in which classes they were (choose all that apply):

225 responses, 346 selections

- University Writing – 54 (15.6%)
- Math – 79 (22.8%)
- Science – 15 (4.4%)
- Social Science – 107 (30.9%)
- Humanities – 91 (26.3%)

** Note: 111 participants did not respond to this item.

Q5b: Classes in which GAI tools were used



Summary:

Compare with question 5a. Indicates that students are experiencing a variation of GAI allowance use policies. Problematic in terms of helping students to know where and when to use the technology.

Q5c: Anything you'd like to add that wasn't listed in 5a?

47 responses

** Note: Only those that glean some information are shown. All other responses were null, stated 'no', or stated 'n/a'.

1. To look for definitions for specific terms, eg: photosynthesis/ macromolecules
2. To practice conversations in a foreign language.
3. My business class. And my information systems class
4. MGT
5. BADM 1004
6. I was required to write an essay using chat gpt and had to work to make it better as if a human wrote it.
7. Lit & Financial Imagination class
8. Statistics
9. International affairs
10. I was instructed by my BADM 2301 professor to use Chat GPT to help with my group project.
11. In my comparative politics class, my teacher had us do a whole essay using chatgpt in order to analyze the shortcomings of it and then in the next class, she showed us how to use chatgpt to our advantage.
12. To summarize larger writings
13. Business 1004
14. International affairs
15. For fun
16. Intro to Globalization/Intro to Tourism
17. Business leader foundations
18. Ideas for brainstorming, create practice questions for extra help



Q6: I would understand if a faculty member did not want me to use GAI tools in their course, and clearly explained why.

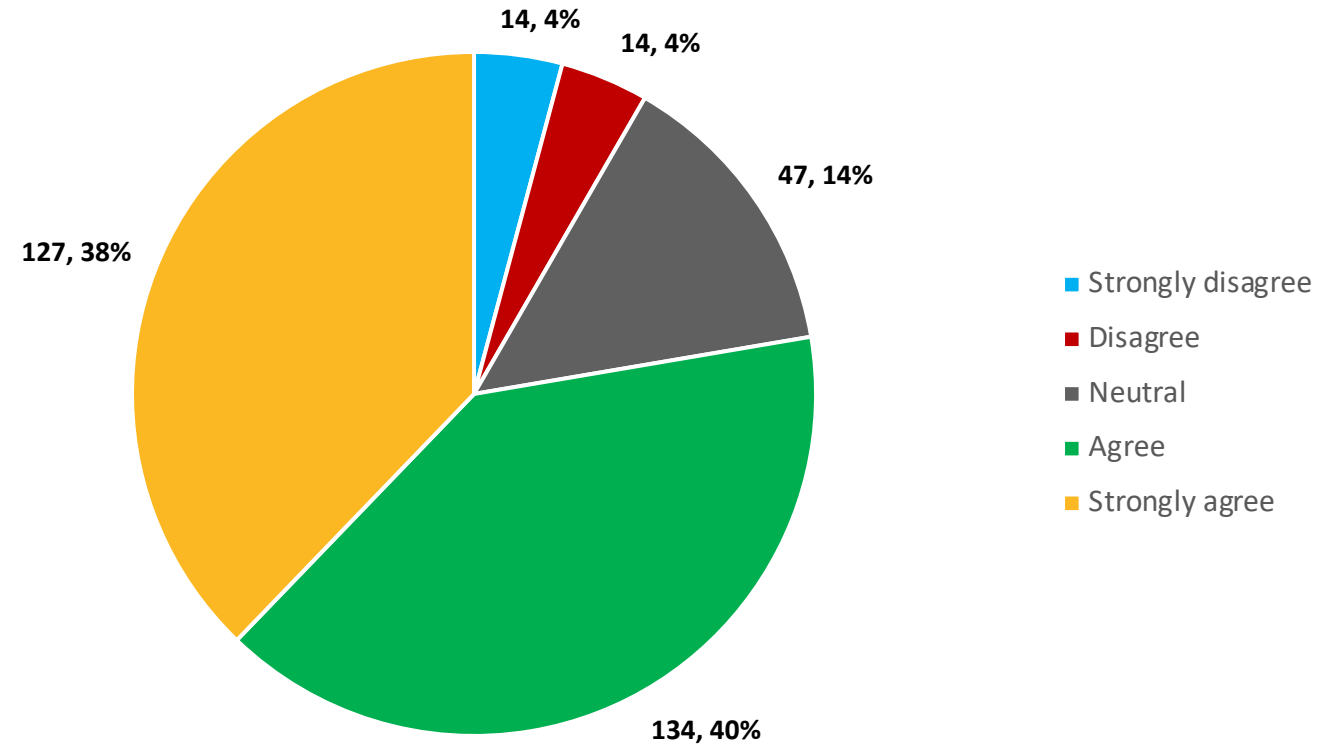
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- Agree – 134 (39.8%)
- Strongly agree – 127 (37.8%)

Leaning

- Lean disagree – 28
- Lean agree – 261

Q6: Understanding of faculty not wanting GAI tool use



Summary:

Students have an understanding and thoughtfulness of faculty who do not want them to use GAI tools. Recognition does not equal shared value(s) however. Opportunity for faculty to explain viewpoint.

Q7a: I expect to be able to use GAI tools in any course at GW.

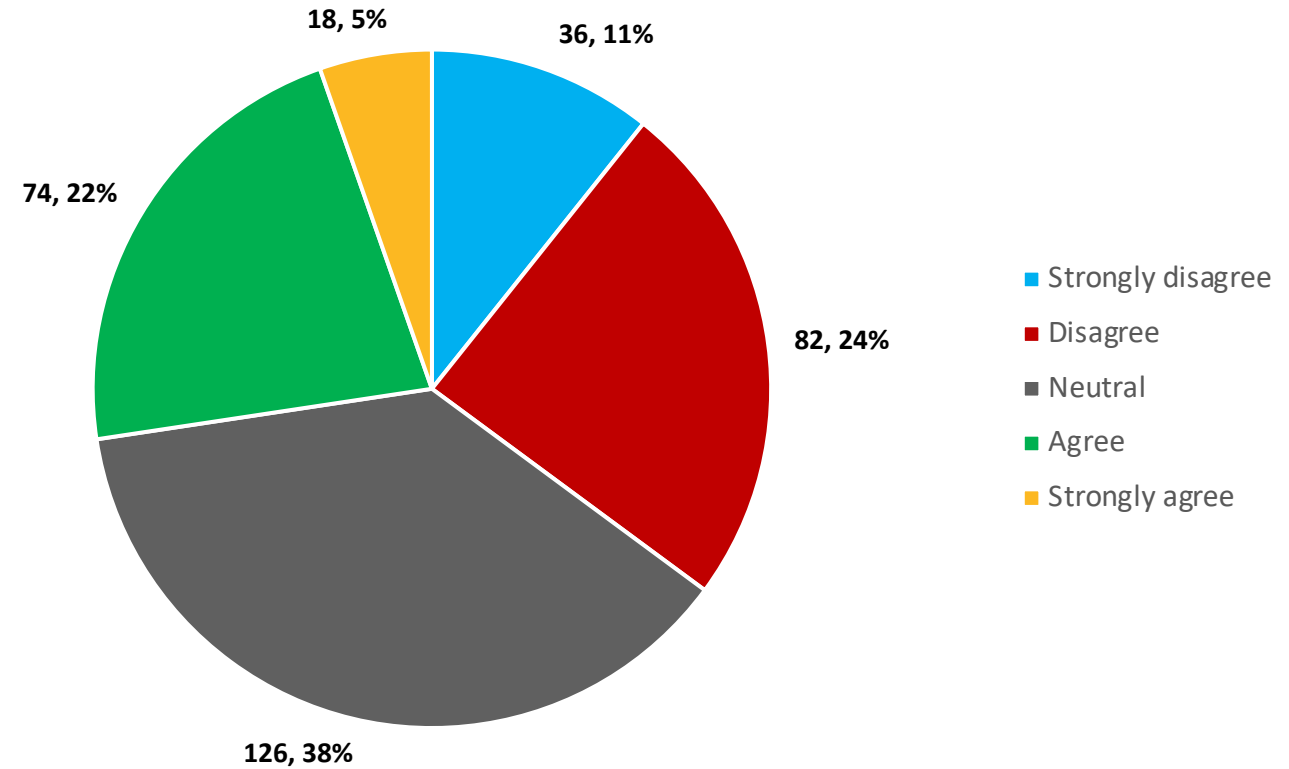
336 responses

- Strongly disagree – 36 (10.7%)
- Disagree – 82 (24.4%)
- Neutral – 126 (37.5%)
- Agree – 74 (22.0%)
- Strongly agree – 18 (5.4%)

Leaning

- Lean disagree – 118
- Lean agree – 92

Q7a: Respondent expectation of GAI tool use in GW courses



Summary:

Compare with question 7b. While leaning disagree, there is a strong neutral response that may indicate thoughtfulness on use. Neutral may be a recognition of their independence to use apart from faculty or university position.

Q7b: My friends expect to be able to use GAI tools in any course at GW.

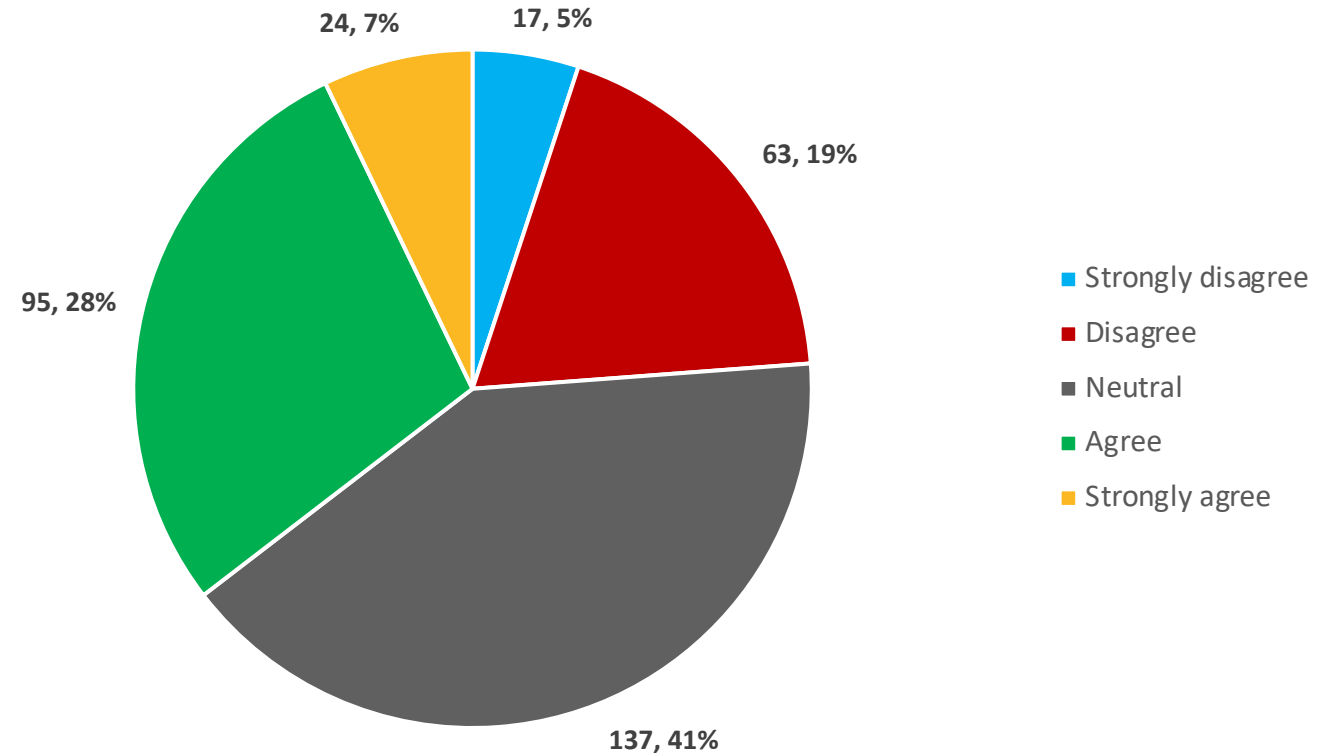
336 responses

- Strongly disagree – 17 (5.1%)
- Disagree – 63 (18.8%)
- Neutral – 137 (40.7%)
- Agree – 95 (28.3%)
- Strongly agree – 24 (7.1%)

Leaning

- Lean disagree – 80
- Lean agree – 119

Q7b: Expectation of friend desire to use GAI tools in GW courses



Summary:

Compare with question 7a. Students appear to view their friends at more liberal accepting GAI tools. Difference may be due to observational use, assumption of use, perceptions of self, other.

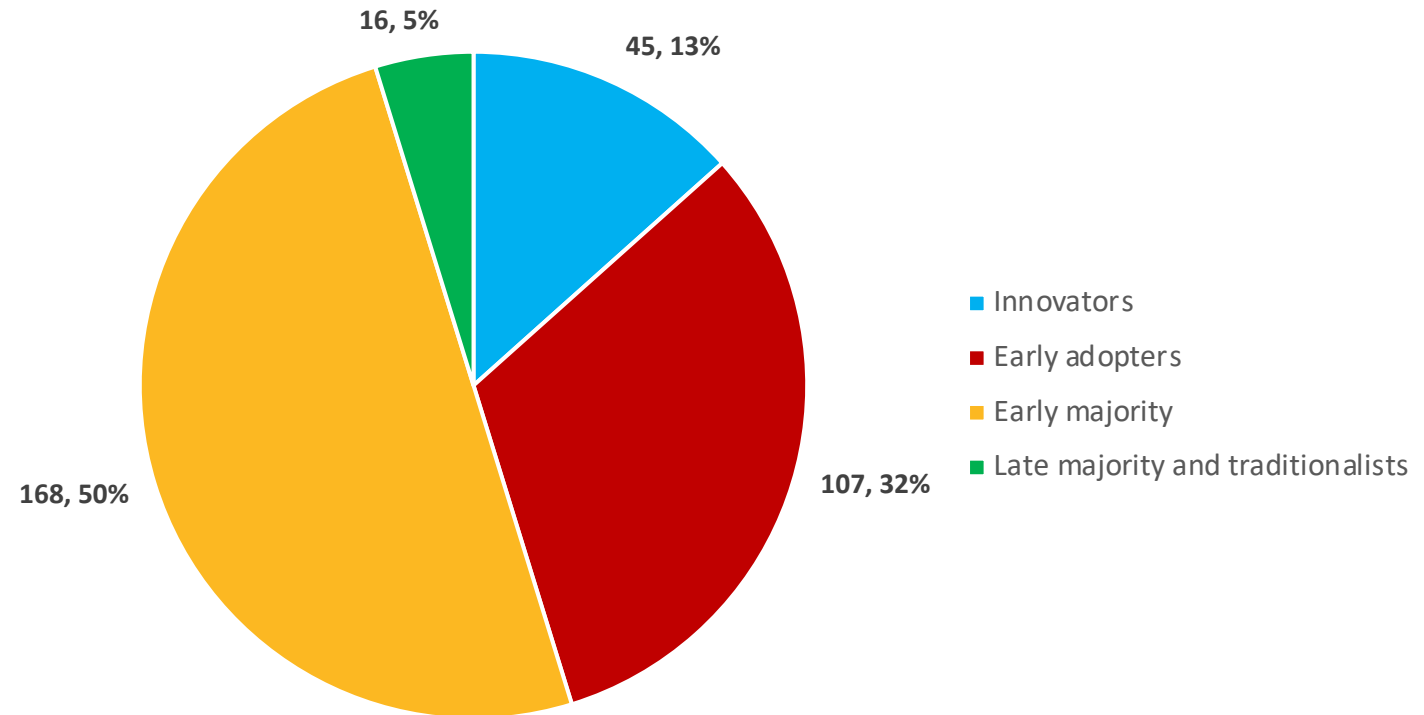
Q8: Which of the following best describes your attitude toward the adoption of new technologies?

336 responses

- Innovators – 45 (13.4%)
- Early adapters – 107 (31.8%)
- Early majority – 168 (50.0%)
- Late majority adopters & Traditionalists/Laggards – 16 (4.8%)

Adapted from the Technology Adaption Curve (TAM) (Hadidi and Power, 2020) scaling:
Hadidi, R., & Power, D. (2020). Technology adoption and disruption--Organizational implications for the future of work. Journal of the Midwest Association for Information Systems (JMWAIS), 2020(1), 1.

Q8: Attitude towards technology adoption



Summary:

Compare with question 7a. Students appear to be approaching GAI tool use with thoughtfulness and cautiousness. They do not appear to be widely using GAI tool to 'cheat'. (See questions 2 and 3.)

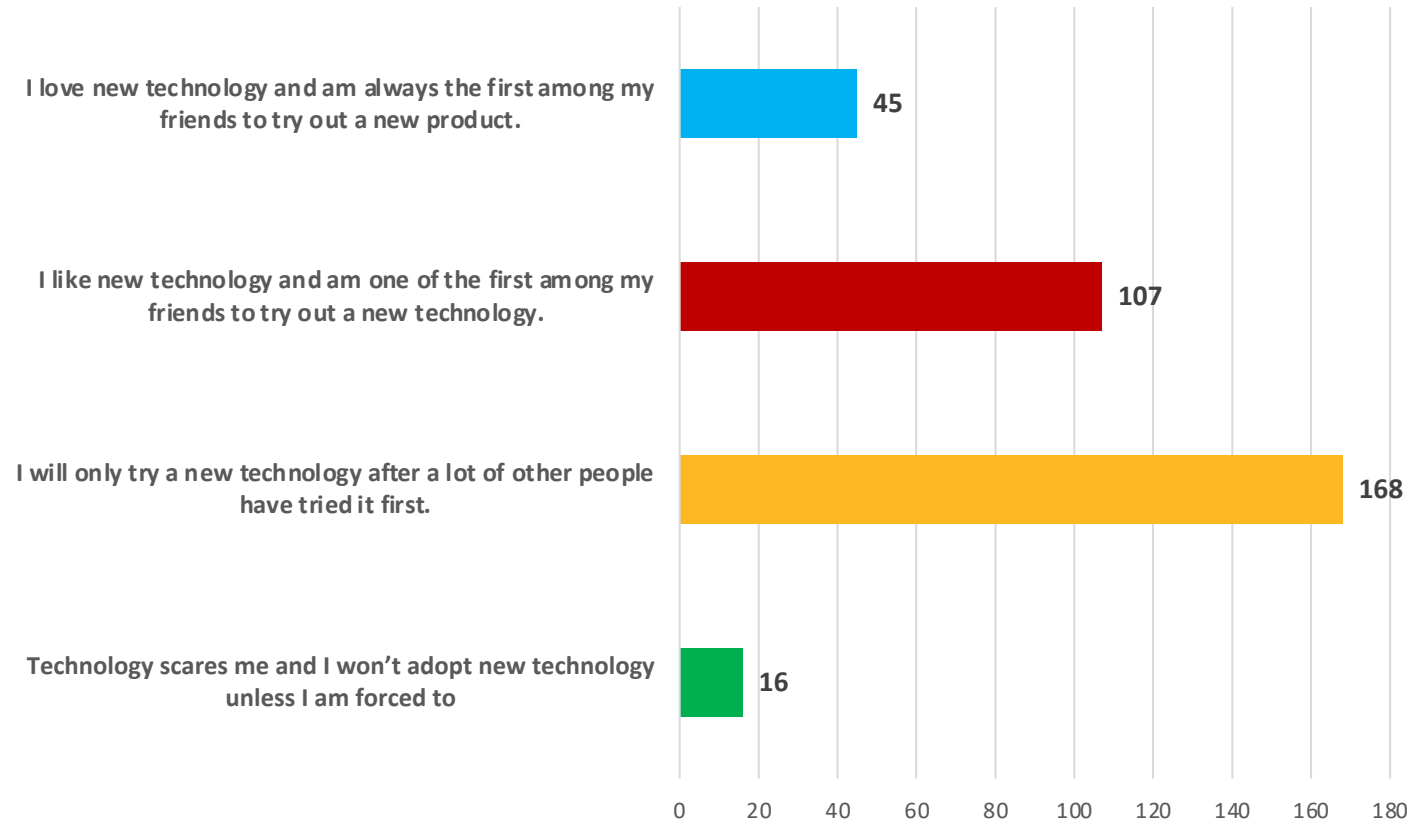
Q8: Which of the following best describes your attitude toward the adoption of new technologies?

336 responses

- I love new technology and am always the first among my friends to try out a new product – 45 (13.4%)
- I like new technology and am one of the first among my friends to try out a new technology – 107 (31.8%)
- I will only try a new technology after a lot of other people have tried it first. – 168 (50.0%)
- Technology scares me and I won't adopt new technology unless I am forced to – 16 (4.8%)

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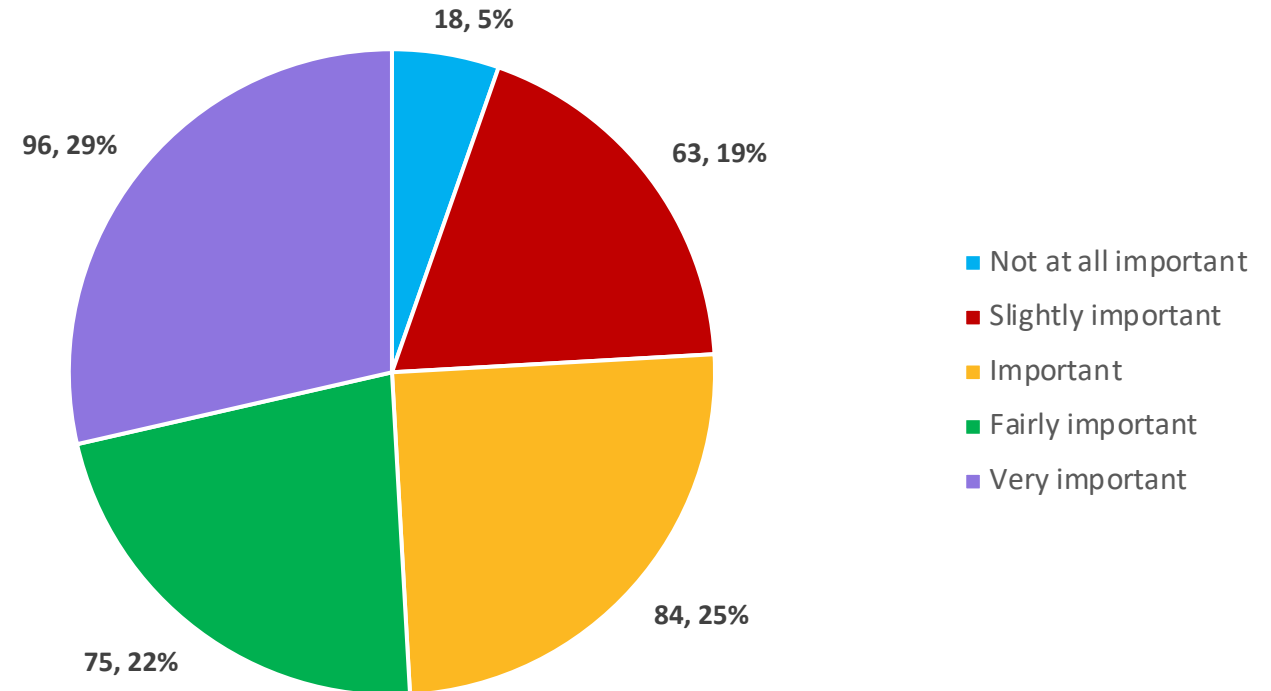
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336 responses

- Not at all important – 18 (5.4%)
- Slightly important – 63 (18.8%)
- Important – 84 (25.0%)
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Q9: Importance to learn effective GAI tool use



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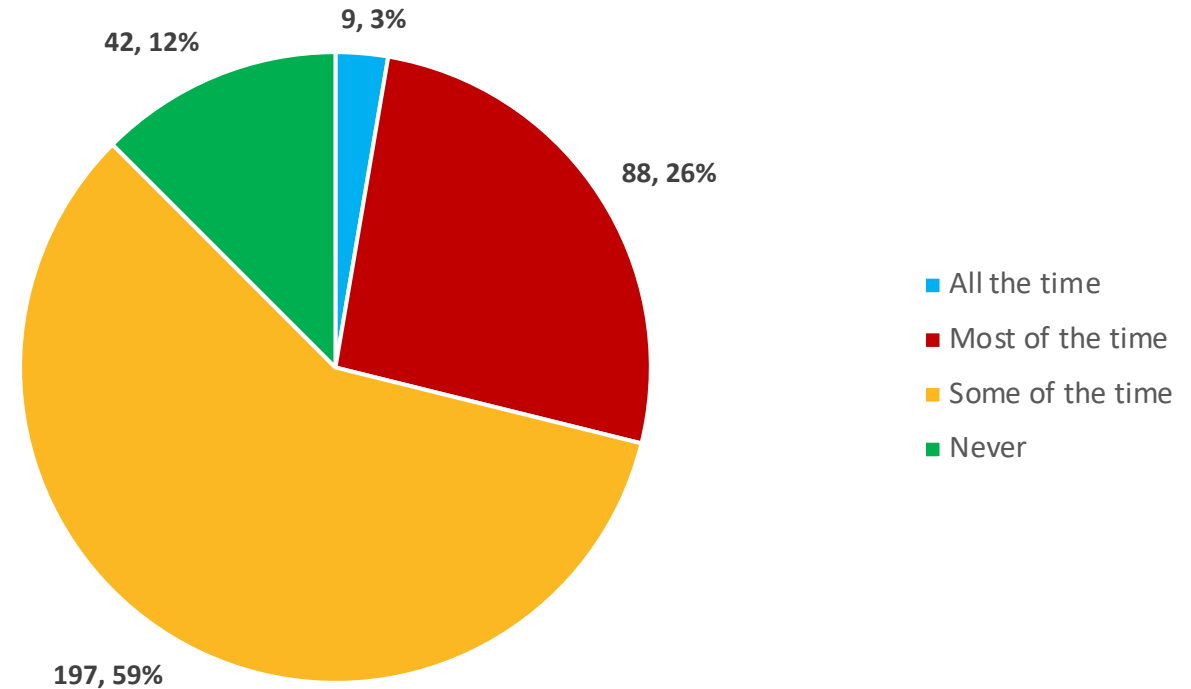
94.6% of responses place some importance on developing knowledge of effective GAI tool use. May indicate that students see GAI tool use as another skill they need to learn.

Q10: I believe GAI is an accurate source of information for my school work.

336 responses

- All the time – 9 (2.7%)
- Most of the time – 88 (26.2%)
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Q10: Belief in GAI as an accurate source of information



Summary:

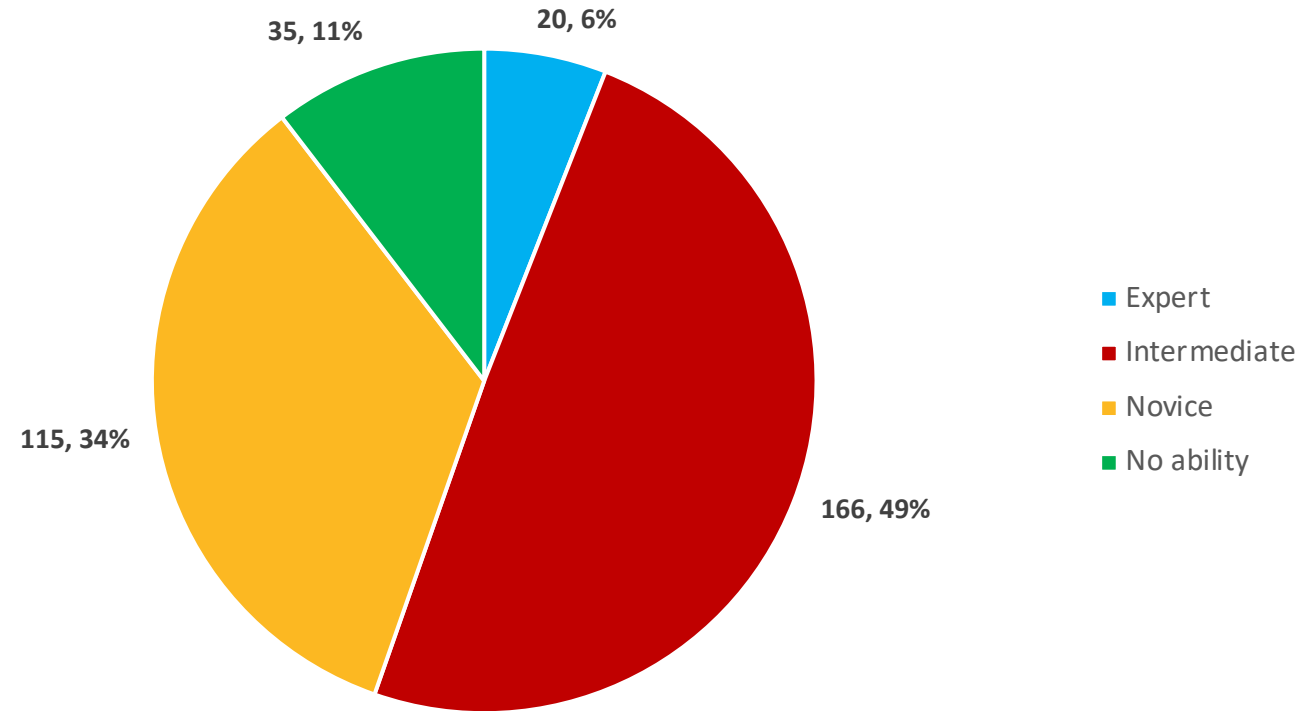
Responses may indicate that students have a healthy skepticism with the information that GAI tools provide them. May also demonstrate that students equally value critical thinking to faculty and staff.

Q11: How would you rate your ability to use GAI effectively?

336 responses

- Expert – 20 (6.0%)
- Intermediate – 166 (49.4%)
- Novice – 115 (34.2%)
- No ability – 35 (10.4%)

Q11: Respondent identified ability to use GAI effectively



Summary:

Compare with questions 1, 2, 3, and 9 – students are using the tools and seeing importance. Respondents are interestingly confident, particularly while putting themselves behind their peers. May be evidence of the need to 'coach' students on effective use.

genAI assisted qualitative analysis: Q12, first application (2023/12)



OpenAI ChatGPT-4 (default)

- Could not understand a PDF with data in an ordered list. Counted 979 responses.
- Appeared to make-up keywords. When challenged gave shorter responses.
- Ineffective for identifying keywords as it doesn't understand meaning.

Microsoft Copilot (Protected)

- Data must be uploaded in text batches. Had 8 batches with character max. Most themes (3) from batch 1. Stopped analysis after batch 3. Counted a little over 100 responses.
- Gave 7 themes when prompted to summarize. Only 6 were given, up to batch 3.
- Defaulted to R for producing visualizations.

genAI assisted qualitative analysis: Q12, second application (2024/01)

Human work

- Organized all responses in a new spreadsheet. Eliminated rows: empty; "no"; n/a; none; or a single word.
- Corrected text encoding errors.
- Organized and numbered responses.
- ↑ *Used above to create table (PDF) to share with ChatGPT.*
- Read each response and coded on 5-pt scale: 1) Use; 2) Lean-use; 3) Undecided; 4) Lean-disuse; 5) Disuse

Coding

1: Use	Clearly in favor of genAI tool use with a wide statement.
2: Lean-use	In favor of genAI tool use, but identifying a specific learning use.
3: Undecided	States they are unsure or offers positions of use and disuse.
4: Lean-disuse	Not in favor of genAI tool use, but without an absolute 'no'.
5: Disuse	Clearly not in favor of genAI tool use with a wide statement.

genAI assisted qualitative analysis: Q12, second application (2024/01)

ChatGPT-4 ([Data Analyst GPT](#))

- Shared/uploaded multipage table with each response numbered – 290 rows. **Successfully understood the format.**
- Prompted for themes.
- Prompted for keywords and short phrases. (Again, poor results.)
- Prompted for coding on use/disuse scale. Refused because it lacks, “nuanced understanding and interpretation”.
- Expanded major themes. Corresponding responses are so-so.

Output: Themes and subthemes:

1. Regulation and policy
 - Clear guidelines
 - Ethical considerations
 - Faculty discretion
2. Educational integration
 - Incorporation into curriculum
 - Instructional seminars
 - Teacher training
3. Learning enhancement
 - Study aid
 - Creative and critical thinking
 - Practical applications
4. Access and usage limits
 - Restrictions on use
 - Balancing technology and traditional learning
5. Technology literacy
 - Understanding new technologies
 - Future readiness
6. Ethical and responsible use
 - Promoting responsible use
 - Avoidance of overreliance
7. Diverse opinions and openness
 - Encouragement vs. prohibition
 - Open-mindedness and adaptability

genAI assisted qualitative analysis: Q12, second application (2024/01)

Human coding results

1: Use	Clearly in favor of genAI tool use with a wide statement.	96 responses
2: Lean-use	In favor of genAI tool use, but identifying a specific learning use.	140 responses
3: Undecided	States they are unsure or offers positions of use and disuse.	42 responses
4: Lean-disuse	Not in favor of genAI tool use, but without an absolute 'no'.	6 responses
5: Disuse	Clearly not in favor of genAI tool use with a wide statement.	6 responses

Q12: What approach would you like to see GW take regarding the use of GAI tools in classes?

290 responses

* Responses connected to themes *

Theme 1: Regulation and policy

Theme 2: Educational integration

Theme 3: Learning enhancement

Theme 4: Access and usage limits

Theme 5: Technology literacy

Theme 6: Ethical and responsible use

Theme 7: Diverse opinions and openness

- [T1] I would like to see more information about what is specifically disallowed and allowed. (#53)
- [T1] I think GW should continue allowing the use of GAI but in a way where it promotes creativity but not plagiarism. (#28)
- [T2] Encourage students to use them properly, and teach them how to do so. (#256)
- [T2] Teaching us ways it can be helpful and ways we can use it to our advantage. (#90)
- [T3] How to use it as a tool when creating outlines or for help in better understanding certain topics. (#150)
- [T3] Creating studying practice problems. (#65)
- [T4] I dont think they should be involved with classes. (#139)
- [T4] GAI restricts the actual creativity of individual students. GW should not allow GAI tools for now. (#287)
- [T5] I would like the university to offer workshops for it. (#256)
- [T5] GAI is apart of the future, learning how to use it and understand it is a vaulable part of our education. (#29)
- [T6] Teaching clearly ethical vs unethical uses, employing as a tool, transparency from other students. (#279)
- [T7] Its never going away so just learn how to apply it within classes. Telling people to not use it won't stop them. (#191)

Q12: What approach would you like to see GW take regarding the use of GAI tools in classes?

290 responses

** Some of the thoughtful responses **

Highlights are in alignment with stated faculty and staff concerns.

- #165: I've heard of some professors checking for the responses GAI tools provide to prompts they expect their students to respond to with their own words in order to be able to sniff out when students have simply copied a GAI tool response, which I think is a valid way to encourage students to be original. However, I do feel that tools like ChatGPT are going to become normalized, and that professors should offer useful ways or prompts students can use to get the most learning out of these tools.
- #128: I believe that GWU should embrace the use of GAI tools in classes going forward. It is understandable that there are reservations regarding the usage of GAI tools through forms of cheating, plagiarizing, and slacking off; however, GAI can also be helpful to check your work, understand concepts more completely, and minimize time spent on research.
- #200: I think it would be useful to use GAI in certain scenarios but I think it is so important for students to still think critically for themselves. Maybe incorporating an assignment where the use of AI is required.
- #217: I think when used appropriately it can be an extremely useful tool that can even increase your understanding of a subject, but when taken advantage of it can inhibit learning.

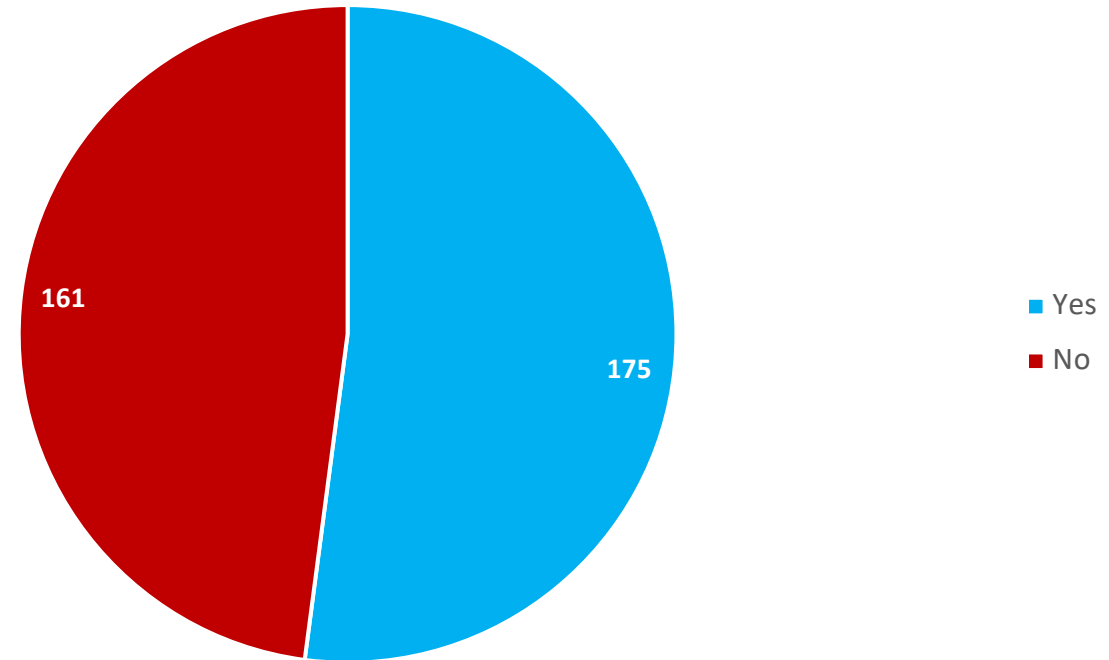


Q13: Is paying for a subscription to a 'better' version of GAI tools a barrier for you?

336 responses

- Yes – 175 (52.1%)
- No – 161 (47.9%)

Q13: Paying for GAI tools as a barrier

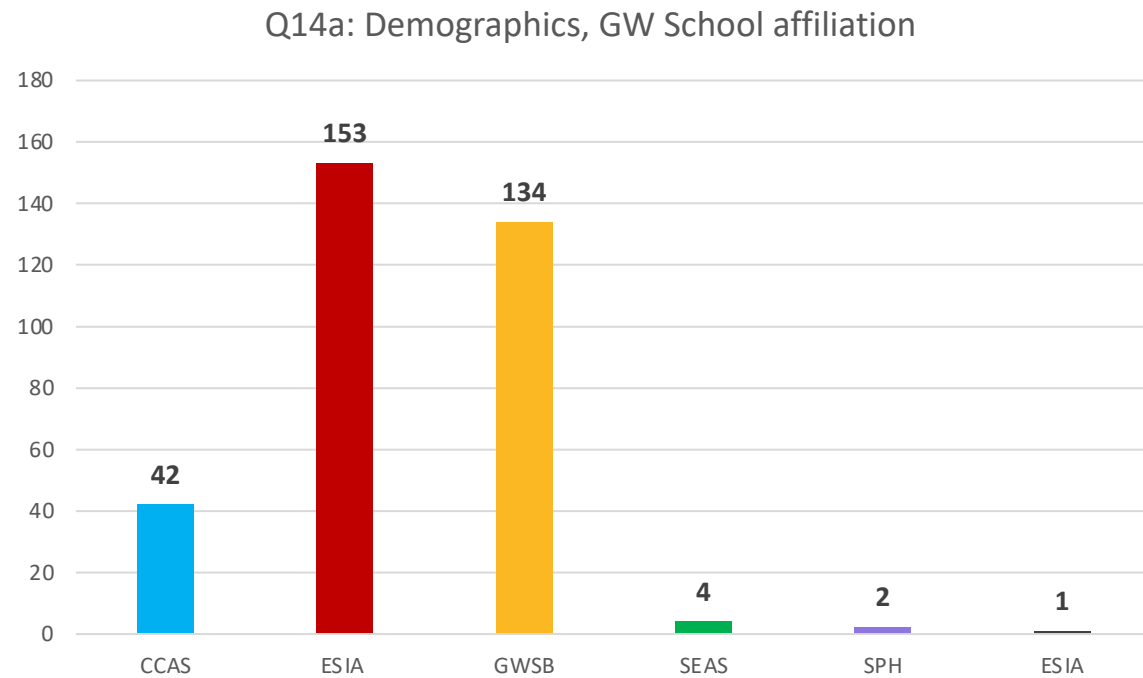


Summary:

Despite the majority indicating that cost is a barrier to 'better' GAI tools, the difference is nominal. Still, equity is a fair concern and it would be best to plan GAI use for the application of specific 'free' tools provided by GW (e.g. Adobe Firefly, Microsoft Copilot).

Demographics

Q14a: GW School affiliation



Q14b: Class level

