Incorporating GPT in a Term Project in Advanced Accounting: An Exploration in AI-Assisted Research

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This study modifies an existing term project to afford an GPT-assisted research opportunity for advanced accounting students. Most students surveyed agreed that the project helped them gain working knowledge on GPT, felt more confident in using GPT, and were open to the idea of using GPT in varied settings. However, many students claimed that they would not fully rely on GPT to do their work. A similar approach can be easily adopted to modify traditional essay assessments in other courses or disciplines to familiarize students with generative artificial intelligence's capabilities.

Keywords: artificial intelligence, GPT, advanced accounting

INTRODUCTION

Background

ChatGPT[1] is a generative artificial intelligence (AI) chatbot developed by OpenAI[2], a specific example of Large Language Models (LLMs), which are trained through vast amount of data and designed to complete natural language tasks[3]. ChatGPT-3.5 was released in November 2022 and gained over 1 million users within its first week of launch[4]. Its upgraded version ChatGPT-4 was released in March 2023, offers enhanced features and is not complete free. Around the same time, other competitors joined the game by launching their LLMs, including Claude by Anthropic, Gemini by Google, and LIama by Meta. In May 2024, OpenAI rolled out its newest flagship model GPT-4o, promising improved quality and speed in its language capabilities across text, voice, and vision[5].

ChatGPT and other LLMs can converse like humans and be applied in various contexts, and have soon gained popularity in the business world. A recent survey by Deloitte to the CEOs in the global Fortune community indicates that those top executives are turning to generative AI to help with their own jobs, primarily for communication, content generation and information synthesis support (Deloitte, 2024). In mid-2024, Ernst & Young surveyed 1,100 tax function and 500 finance function leaders and found that 87% of tax and finance professionals surveyed believed generative AI would make their functions more efficient and effective (Ernst & Young [EY], 2024). A Deloitte Center for Technology, Media & Telecommunications report suggests that executives revealed a strong inclination to bring in new AI-ready talent to fill in the AI skills gap, versus keeping and retaining their existing workforce (Deloitte, 2020). In a study by Microsoft and LinkedIn (2024), business leaders are more likely to hire a less experienced candidate with AI skills than a more experienced one without them.

A powerful tool, ChatGPT is not without its limitations. According to OpenAI, ChatGPT sometimes writes plausible-sounding but incorrect or nonsensical answers6. Dell'Acqua et al. (2023) suggest that the

capabilities of AI create a "jagged technological frontier", where some tasks that AI easily does can experience significant increases in quality and productivity, while others not. Megahed et al. (2024) find that the current version of ChatGPT struggles with more nuanced tasks, such as explaining less widely known terms and creating code from scratch.

Since its debut, educators have had mixed feelings about ChatGPT. On one hand, generative AI affords profound opportunities for personalized learning and efficient assessments. On the other hand, effective measures are lacking to cope with the issues arising from the use or misuse of ChatGPT, such as accuracy, data security and plagiarism (Marche, 2022; Cingillioglu, 2023; Cotton, Cotton & Shipway, 2023). Consequently, the adoption of generative AI has been splintered in higher education (Hashmi & Bal, 2024). To mitigate the perceived threat by AI, Glasgow University announced early this year its reversion to traditional closed-book handwritten exams for some courses7. Realizing the potential for a profound impact from generative AI on higher education, in July 2023, an association of UK's leading universities issued new principles on use of AI in education, promising to support students and staff to become AI-literate, and to adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access8. Compared to their peers in the UK, the institutions in the US seem slow in taking actions. In the Inside Higher Ed's 2024 presidents' survey, 81 percent of U.S. college presidents reported that they had yet to publish a policy governing the use of AI in teaching and research (Inside Higher Ed, 2024). Despite the deficiency of clear guidelines from their administrators on how to use AI in teaching, educators have already taken actions to adapt curriculum and cultivate AI literacy, to prepare their students for the evolving job market. Xu and Babaian (2021) present the challenges in developing an AI course in business school and propose a curriculum for graduate-level business course in AI with a balance between AI fundamentals and the latest development in the field. Kimmel (2024) incorporated AI as a pedagogical approach to enhancing students' critical thinking skills in a project-based international business course. Vecchiarini and Somià (2024) investigate the potential use of ChatGPT in entrepreneurship courses and explore the benefits and challenges associated with its implementation. Trent (2023) develops an assignment for the international economics classroom to allow students to interact with and learn from ChatGPT. He suggests that faculty can add new dimension to their teaching practices by implementing generative AI technology in their courses.

Accounting professors are responsible for fostering a learning environment where students are encouraged to study methodology and form judgment, especially in an upper-division course like advanced accounting. The reality is that the must-cover topics in advanced accounting like business combination, consolidation and hedge accounting are very challenging and that very limited time is usually left for covering supplementary information in class to help develop judgment. To address the deficiency and introduce more relevance to the class, I used to ask my students to research on an emerging issue in accounting, write a paper about it and make a presentation to the class, to ensure the opportunity for everyone to learn from their own research as well as from their peers'.

I have employed the format to supplement my teaching for years till the advent of ChatGPT in late 2022, when I found myself in the same dilemma as many of my colleagues in deploying an essay project in the AI-pervasive age. On one hand, there is no effective way to differentiate machine's work from humans' when it comes to writing. On the other hand, AI's efficiency in gathering relevant information is undeniable and its application in business is ubiquitous. Should I give up this learning opportunity for my students to gain hands-on experience on researching a topic, just because they could use AI in the process? Can I modernize this project by exploring a format to encourage students to ethically and responsibly employ generative AI? What if they can mark the part of their essay generated by AI and fully document their prompts? I knew that a revision of the format of the project must be under way, and that clear and transparent communications about the use of AI should be indispensable in making the project still work.

In this backdrop, I have modified the existing term project by incorporating GPT to afford the class the scaffolding to practice AI-assisted research responsibly, in which the students need to know what questions to ask and understand what output may come from the questions asked, as well as what information to trust or not to trust, on a GPT platform.

The new project invites students to explore using GPT to develop an essay, learn about the limitations of generative AI, and understand their own responsibility as authors in researching and fact checking. Still, students are expected to include proper citations for direct quotations or paraphrased texts, as they would be in a traditional writing task. To make the information from GPT stand out in their papers, students are required to highlight any text quoted from GPT. The principle always is, when someone else's words and ideas are used, proper credits need to be given.

In general, my students received the AI-assisted project well, based on an end-of-project survey. Most of them had little or no experience in using generative AI before. They agreed that the project helped them gain working knowledge on GPT. They became more confident in using GPT and would consider using generative AI in their life, and if allowed, in academic assignments and in their work. Overall, the comments collected from the survey indicate that most students deemed generative AI as an efficient way of collecting and summarizing information. However, they did not intend to fully rely on AI to complete their work. A fair number of students expressed their reservations about generating content by AI and emphasized the importance of researching and fact-checking by themselves.

OVERVIEW

The article aims to introduce a new AI-assisted research project in advanced accounting, and assess the format based on students' feedback collected in a survey at the end of the project. The AI-assisted format can be easily adopted to revitalize traditional writing assignments in other courses and disciplines in this AI-powered world.

Project Overview

The attempt started from a traditional term project in advanced accounting at a private liberal art college in Upstate New York. The course is offered in every fall semester. In a team with up to two students or independently, students must research an accounting-related topic, write a paper about it and present what they find to the class. The project aims to encourage students to identify an emerging issue in accounting, research the institutional background that has given rise to the issue, examine the arguments regarding the issue, and summarize the issue's impact on the profession.

With the launch of ChatGPT in November 2022, the original format of the assessment was modified to create an environment for students to explore using GPT to develop an essay, learn about the limitations of generative AI, and understand their own responsibility as authors in researching and fact checking. At the beginning of fall 2023, the new project (See Appendix A) was first introduced to a class of twenty students.

Implantation Guidelines

Because of the newly added AI feature, to provide some guardrails for students in this assignment, time should be allocated at the very beginning to cover the particular requirements about using generative AI. Specifically, students should highlight the content generated by GPT in their papers so the instructor would be able to differentiate the contribution by students from that by AI. Moreover, students should document and submit their entire dialogues with the AI in the project as a stand-alone file so the instructor could verify the source of highlighted texts in their papers. The records of original prompts used by students could serve as valuable evidence on how students have approached GPT when tackling the project.

The instructor should also remind students about the limit on Chat GPT-3.5's training data up to the year of 2021 and the possibility for generative AI to get verifiable facts wrong. Two supplementary reading materials9 are highly recommended to be shared with students to help them, especially those with very limited past experience with AI, secure a relatively smooth start on employing AI in the project.

Survey Questions

To gather the students' perception of and experience of using generative AI in the term project, they were invited to voluntarily participate in an anonymous online survey (See Appendix B) at the end of the project. 19 out of 20 students in the class took the survey.

The survey starts with two questions to understand if and how LLM was used in completing the project by the participants. In particular, Q1 asks what LLM was used. Students can select ChatGPT 3.5, ChatGPT 4.0 or both. They can also type the name of any other LLM used. To gain a perspective on the amount of work done by LLMs, Q2 asks the percent of paper done by AI. Participants can choose between zero to 100% with an increment of 1%.

The next three questions inquire particularly about the time spent in the term project. Q3 asks the total hours spent in finishing the project. Q4 asks the total time spent in working in ChatGPT or other LLMs in relation to the total time spent on the project, a.k.a. the percent of time attributed to working with GPT. Q5 asks students to estimate the number of hours it would take to complete the project without any assistance from generative AI.

Other than possible impact on the time spent on the project, generative AI may affect how students work on the project. In light that students may prefer using generative AI for particular tasks in the project, or vice versa, Q6 asks if generative AI and/or human's work was used in a slew of tasks, including searching for background information, brainstorming points covered, organizing content, formatting paper, fact checking and searching for information from 2021 to date. The participants can type in other tasks if not listed in the question.

To test if the students will keep using generative AI after this class in an academic or work setting or in everyday life, three questions are included. Q7 asks if they would consider using ChatGPT or other LLMs, if allowed, to write academic papers in the future. Q8 asks if they would consider using generative AI, if allowed, in their work, including drafting emails, brainstorming ideas, drawing business plans, writing proposals, debugging codes, etc. Q9 asks if they would consider using ChatGPT or other LLMs in daily chores such as writing text messages, drafting an invitation, planning a trip, recommending a dish, picking a gift, etc.

Two questions are asked to gain insights on whether the term project is deemed to have an impact on students' working knowledge on and confidence in using generative AI. Q10 asks to what extent the participants agree that the term project has helped them gain working knowledge on generative AI. Q11 asks to what extent the participants agree that they feel more confident in using generative AI after the project.

Q12 is an open-ended question that allows the students to share any further feedback and thoughts about their experience in this project.

At the end of the survey, a few demographic questions are included to collect the information about students' background and prior experience with generative AI.

FINDINGS

Based on the results from the demographic questions (See Table 1), the majority of the respondents were juniors (32%) and seniors (58%). Most class (53%) had a little or no experience of using ChatGPT. Only 16% claimed they had a lot of experience using ChatGPT. About a third (32%) claimed that they had a moderate amount of experience. 74% of students had never used generative AI to write a paper before this project.

Almost all students employed ChatGPT in the term project. ChatGPT-3.5 was more popular than the 4.0 version, which could be driven by the fact that ChatGPT-3.5 was free of charge. One student used Poe10 in addition to ChatGPT-3.5. One student used another LLM but did not specify it in the survey.

Students' answers ranged between 1% to 90% to the question about the percentage of the project done by ChatGPT or other LLM alternatives, with an average of 48%. In the next similar yet different question about the percentage of time spent on the project working in ChatGPT or other LLM alternatives, students' answers ranged between 1% and 80%, with an average of 30%. The answer to the two questions may imply that, with GPT, students were more productive.

On average, students spent 8.6 hours completing the project. In the follow-up what-if question about how much time it would take to complete the same project without the assistance of ChatGPT or other LLM

alternatives, their answers averaged 13.4 hours, about 55.8% more than the time spent. The answers suggest that students perceived that GPT helped save time in the project.

When asked about how they used ChatGPT in the project, the majority of the students used ChatGPT to search for background information for their topics (79%), brainstorm points covered (74%), and organize content in writing (58%). Most students did not rely on ChatGPT in other tasks, such as formatting the paper (37%), fact-checking (16%), and researching for information after 2021 (16%). Interestingly, the majority of the students still personally involved in all of the tasks mentioned above. Therefore, students were selective about using AI in the project. Students specified other aspects that ChatGPT or human's work was useful, such as creating visuals and citations.

When asked, if allowed, whether they would consider using ChatGPT or other LLMs to write academic papers in the future, 89% of students responded positively. When asked, if allowed, whether they would consider using ChatGPT or other LLMs in their work, such as drafting emails, brainstorming ideas, drawing business plans, writing business proposals and debugging codes, 89% of students provided positive answer. When asked whether they would consider using ChatGPT or other LLMs in daily chores, such as writing text messages, drafting an invitation to a party, planning a trip, recommending a dish, or picking a gift, 68% of students said Yes.

When asked about if they agreed the term project helped them gain working knowledge on ChatGPT or other LLMs, 89% of students either strongly agreed or somewhat agreed. When asked if they felt more confident using ChatGPT or other LLMs after the term project, 84% of students either strongly agreed or somewhat agreed.

TABLE 1
RESULTS FROM THE END-OF-PROJECT SURVEY

Q1	**What Large Language Models (LLM) did you use to help write this term paper?**		
	ChatGPT-3.5	79%	
	Chat-GPT-4	16%	
	Other	11%	
Q2	**What percent of your term paper is done by ChatGPT or other LLM alternatives?**	48%	
Q3	**How many hours in total did you use to complete the term paper project?**	8.6	
Q4	**Among the time you spent on this project, what percent of time did you use to work in ChatGPT or other LLM alternatives?**	30%	
Q5	**Per your estimate, how many hours would it take to complete the same project if you did NOT use ChatGPT or other LLM alternatives to help write the paper?**	13.4	
Q6	**In what aspect(s) did you use ChatGPT's or human's work in writing the term paper?**		
		ChatGPT	*Human*
	Searching for background information for the topic	79%	79%
	Brainstorming points covered	74%	68%
	Organizing content	58%	90%
	Formatting the paper	37%	95%
	Fact checking	16%	90%
	Researching for information from 2021 to date, due to the lack of coverage by ChatGPT	16%	90%
	Other aspect(s)	37%	42%

Q7	**If allowed, would you consider using ChatGPT or other LLMs to write academic papers in the future?**	
	Yes	89%
	No	11%
Q8	**If allowed, would you consider using ChatGPT or other LLMs in your work, such as drafting emails, brainstorming ideas, drawing business plans, writing business proposals, debugging codes, etc.?**	
	Yes	89%
	No	11%
Q9	**Would you consider using ChatGPT or other LLMs in your life, such as writing text messages, drafting an invitation to party, planning a trip, recommending a dish, picking a gift, etc.?**	
	Yes	68%
	No	32%
Q10	**To what extent do you agree that this term paper project has helped you gain working knowledge on ChatGPT or other LLMs?**	
	Strongly Agree	47%
	Somewhat Agree	42%
	Neither agree nor disagree	11%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Q11	**To what extent do you agree that you feel more confident in using ChatGPT or other LLMs after this term project?**	
	Strongly Agree	47%
	Somewhat Agree	37%
	Neither agree nor disagree	16%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Q12	**Please provide your feedback about this project, such as your experience, suggestions for improvement, any helpful thoughts, etc.**	
		see Appendix C
Demographic Questions		
Q13	**What year are you in this program?**	
	Graduate	5%
	Senior	58%
	Junior	32%
	Other	5%
Q14	**What level of experience did you have with using ChatGPT before this class?**	
	A lot	16%
	A moderate amount	32%
	A little	32%
	None	21%
Q15	**Did you have experience of writing a paper in ChatGPT before this class?**	
	Yes	26%
	No	74%

Fourteen students submitted their comments at the end of the survey in the open-ended question Q12. By itself, the relatively high response rate (74%) on this optional question indicates that students were interested in the topic and fairly engaged in sharing their opinions. The feedback collected (See Appendix

C) generally suggests that most students deemed generative AI efficient in collecting and summarizing information. Many students thought positively of the term project empowered by generative AI. A fair number of students had their reservations about generating content by AI. It emphasized the importance of researching and fact-checking by themselves, which is consistent with the results from Q6 that students were selective about using AI in different tasks.

CONCLUSIONS

AI has gained more and more attention and is set to change the business world. The adoption of AI promises opportunities as well as challenges to higher education. To help students prepare for the AI-pervasive world, educators should try adapting class activities and assessments to the changing environment. The project introduced in this paper offers a new approach to modifying an existing assessment by incorporating generative AI, in which students are required to use GPT to help research on an accounting issue and write about it, under the condition that any quotes from GPT should be clearly marked and the prompts used in GPT should be properly documented.

Based on the students' feedback, the AI-assisted project was well received. Most students agreed that the project helped them gain working knowledge on GPT and felt more confident using GPT. They would consider using generative AI in their life and if allowed, in academic papers and their work. They deemed generative AI good at collecting and summarizing information but had reservations and would not fully delegate their work to AI.

This project is a preliminary attempt to reinvigorate a traditional term project by incorporating GPT to afford an AI-assisted research opportunity for advanced accounting students. A similar approach can be easily adopted to modify existing assessments in other courses or disciplines to familiarize students with generative AI's capabilities.

ENDNOTES

1 GPT represents generative pre-trained transformer.

2 Vasani, Sheena. "ChatGPT, explained." The Verge, May 24, 2024. https://www.theverge.com/24161231/chatgpt-generative-ai-explained. Accessed October 24, 2024.

3 "Better language models and their implications," OpenAI, February 14, 2019. https://openai.com/index/better-language-models/.

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5 "Introducing GPT-4o and more tools to ChatGPT free users," OpenAI, May 13, 2024. https://openai.com/index/gpt-4o-and-more-tools-to-chatgpt-free/.

6 "Introducing ChatGPT," OpenAI, February 14, 2019. https://openai.com/index/chatgpt/.

7 "Glasgow University students' anger over reintroduction of in-person exams," BBC, February 28, 2024, https://www.bbc.com/news/uk-scotland-glasgow-west-68380264.

8 "New principles on use of AI in education," Russell Group, July 4, 2023, https://russellgroup.ac.uk/news/new-principles-on-use-of-ai-in-education/

9 The two recommended supplementary articles are:
   (i) Mckay, Sam. "How to Use Chat GPT: A Simple Guide for Beginners." EnterpriseDNA, https://blog.enterprisedna.co/how-to-use-chat-gpt/#:~:text=text%2Dbased%20tasks.-,Can%20I%20Use%20Chat%20GPT%20for%20Free%3F,limited%20capacity%20during%20peak%20times . Accessed October 24, 2024.
   (ii) Saravanan, Avinash. "The Limitations of Chap-GPT." Medium, https://medium.com/@asarav/the-limitations-of-chat-gpt-8b73f5859bb4. Accessed October 24, 2024.

10 Poe is a platform developed by Quora and launched in December 2022. It offers access to a variety of AI models, including OpenAI's Chat GPT-3.5 and GPT-4, Anthropic's Claude 3, Meta's Liama, and Google's PaLM. See the article "Quora launches Poe, a way to talk to AI chatbots like ChatGPT." TechCrunch,

December 21, 2022. https://techcrunch.com/2022/12/21/quora-launches-poe-a-way-to-talk-to-ai-chatbots-like-chatgpt/.

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APPENDIX 1: TERM PROJECT INSTRUCTIONS

Term Project – Chat GPT Assisted Research Paper and In-Class Presentation

Using Chat GPT or other large language model of choice, each group is required to prepare a research paper (8 to 10 pages long and double-spaced) over the semester. The topic of the paper could be about any emerging issue of interest in accounting. A list of topics is provided below for your reference. You are also allowed to suggest other topics. To prevent redundant reports, only one group may write on any one topic. You should let the instructor know your selection of topic as soon as possible to ensure that you get your first choice.

The paper could include:

1. The description of the emerging issue.
2. The events leading up to the issue and/or any institutional background of the issue.
3. The general arguments regarding the issue and/or any proposed solutions to the issue.
4. The anticipated impact on accounting or reaction of the business community as the issue develops.
5. References in an appropriate format.

Beware that, Chat GPT's knowledge is limited to its training data up to the year of 2021 and may get verifiable facts wrong. Therefore, you are responsible for further research and fact checks if applicable. To help readers differentiate your own work from Chat GPT's contribution, in your final paper, you are required to highlight the part generated by Chat GPT.

Learning Objectives

In this project, students will explore using Chat GPT to develop a paper, realize the limitations of Chat GPT, and understand users' responsibility in researching and fact checking.

What to Submit

Your team should prepare to present the paper in class in the last week of the semester and submit the paper and the entire documentation of your Chat GPT dialogue online via Canvas to the instructor BEFORE your presentation. The presentation will be graded as well as the paper.

The highest possible points for the group presentation and paper are 5 and 10 (out of 100) respectively.

Team Assignment

Groups of up to two undergraduate students will be formed at the beginning of the semester. If preferred, students may choose to complete the project independently. MBA students who take the course to fulfill graduate credits must complete the project independently.

Supplemental Reading

How to Use Chat GPT: A Simple Guide for Beginners

The Limitations of Chap-GPT

Topics for Research Paper

1. Inflation Reduction Act
2. SPAC
3. ESG disclosure and reporting
4. Blockchain technology and accounting
5. The impact of AI on the accounting profession
6. Data analytics and accounting
7. Final regulations under Section 451 (b) and (c)
8. The CARES Act
9. AICPA/NASBA recent CPA Evolution Initiative
10. Reference rate reform

11. Collaborative arrangements: New development under ASU 2018-18
12. XBRL/Interactive data
13. Triple Bottom Line/ESG or Sustainability reports/Social responsibilities of businesses
14. Update on Revenue Recognition standards
15. The updated COSO internal control framework
16. Use of non-GAAP financial measures
17. Tax policy after the Tax Cut and Jobs Act of 2017
18. How may the recent tax reform's new GILTI Tax hurt some businesses?
19. The new standard on disclosure of going concern (ASU No. 2014-15)
20. The recent development in the 2018 revision of "Yellow Book"
21. Lease accounting reform
22. IFRS-Convergence of accounting standards
23. FASB's Simplification Initiative
24. Accounting for Identifiable Intangible Assets in a Business Combination by private companies (ASU 2014-18)
25. Accounting treatment of goodwill impairment
26. Accounting for financial instruments—A joint project of IASB and FASB
27. Disclosure framework project by FASB
28. Say-On-Pay resolutions in U.S.
29. Regulatory reforms and earnings management
30. Disclosure of conflict minerals in financial reports
31. Tax avoidance schemes used by multinational companies
32. Transfer pricing arrangements
33. The Clawback provisions and their implementation
34. SEC's final rule on pay ratio
35. Auditing Standard No. 18 (Related Party)
36. Dual-class stock and recent development in rule-making on this matter
37. Directive 2014/95/EU: Non-financial Reporting
38. Sarbanes Oxley Act
39. SEC initiatives, such as Operation Broken Gate, eXtensible Business Reporting Language (XBRL) tagging, Accounting Quality Model (AQM), and Share Class Selection Disclosure, the EPS Initiative, etc.

APPENDIX 2: SURVEY QUESTIONNAIRE

Q1. What Large Language Models (LLM) did you use to help write this term paper?

☐ ChatGPT 3.5
☐ ChatGPT 4
☐ Other (Please specify): _____

Q2. What percent of your term paper is done by ChatGPT or other LLM alternatives?

0 10 20 30 40 50 60 70 80 90 100

Percent of paper done by ChatGPT or other LLM alternatives ()	

Q3. How many hours in total did you use to complete the term paper project? [ ]

Q4. Among the time you spent on this project, what percent of time did you use to work in ChatGPT or other LLM alternatives?

0 10 20 30 40 50 60 70 80 90 100

Percent of time spent working in ChatGPT or other LLM alternatives ()	

Q5. This is a what-if question. Per your estimate, how many hours would it take to complete the same project if you did NOT use ChatGPT or other LLM alternatives to help write the paper? [ ]

Q6. In what aspect(s) did you use ChatGPT's or human's work in writing the term paper?

	ChatGPT is used in		Human's work is used in	
	Yes	No	Yes	No
Searching for background information for the topic	○	○	○	○
Brainstorming points covered	○	○	○	○
Organizing content	○	○	○	○
Formatting the paper	○	○	○	○
Fact checking	○	○	○	○
Researching for information from 2021 to date, due to the lack of coverage by ChatGPT	○	○	○	○
Other aspect(s) (Please specify):	○	○	○	○

Q7. If allowed, would you consider using ChatGPT or other LLMs to write academic papers in the future?

○ Yes
○ No

Q8. If allowed, would you consider using ChatGPT or other LLMs in your work, such as drafting emails, brainstorming ideas, drawing business plans, writing business proposals, debugging codes, etc.?

○ Yes
○ No

Q9. Would you consider using ChatGPT or other LLMs in your life, such as writing text messages, drafting an invitation to party, planning a trip, recommending a dish, picking a gift, etc.?

○ Yes
○ No

Q10. To what extent do you agree that this term paper project has helped you gain working knowledge on ChatGPT or other LLMs?

○ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

Q11. To what extent do you agree that you feel more confident in using ChatGPT or other LLMs after this term project?

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

Q12. Please provide your feedback about this project, such as your experience, suggestions for improvement, any helpful thoughts, etc.

Demographic Questions

Q13. What year are you in this program?

- ○ Graduate
- ○ Senior
- ○ Junior
- ○ Other (Please specify): _____

Q14. What level of experience did you have with using ChatGPT before this class?

- ○ A lot
- ○ A moderate amount
- ○ A little
- ○ None

Q15. Did you have experience of writing a paper in ChatGPT before this class?

- ○ Yes
- ○ No

APPENDIX 3: COMMENTS COLLECTED IN SURVEY

- It was a lot of fun using ChatGPT for a school paper!
- I enjoyed using the Chat GPT. It helped me get information in a more timely manner than research. Overall I believe it is going to evolve over the years and be able to be used in a business manner and other types of research.
- ChatGPT helped a lot for me to explain some topics, and even to connect technical ideas I had in the paper. However, I do not believe ChatGPT or other AI sources will be my main sources of information for research, and they will better serve as a starting place, or to even provide general information, if I am needing to research technical topics.
- I would say it was an extremely positive experience. It provided information that could have been found otherwise, but in a much more succinct fashion. As stated above, it cut the time worked on the paper roughly in half. This is obviously huge given the due date's proximity to finals, and with dealing with the stresses of a 5 course schedule.
- I thought it was nice to use AI on a paper. It saved me time and energy. the experience was good using it.
- I thought it was very helpful using chatGPT to write my paper because it provided a lot of information that I could include. It allowed me to not need to spend as much time researching on my own.
- Great project idea !
- I think this is a very good way for students to get used to using AI for schoolwork and for understanding the topic at hand as well.
- I think using ChatGPT helps to format ideas and aid in brainstorming but I always found myself fact checking what information I received on chatGPT with other more credited sources.
- Overall was a good experience, chatgpt was most useful once I had a good idea on specific things to research and needed summarizing.
- I would suggest more guidelines. Some of us had broad topics and it was difficult to pave our own way into making a paper and presentation. I also became a lot more nervous for presenting once I knew my peers were grading me and feel like I would've done better explaining myself like I know I can if there wasn't added pressure on myself.
- Incorporating chat GPT made the paper easier to lengthen and it was an easy way to collect a large amount of information.
- Though I agree AI is a powerful tool in brainstorming, I still do not trust it to write essays for me in classes where it is part of the prompt. I understand its worth but I will continue to only use it to brainstorm and organize ideas.
- Chat GPT worked great for finding my information.
- n/a