

Supplemental Materials for “Surveying the Impact of Generative Artificial Intelligence on Political Science Education”

Nicole Wu and Patrick Y. Wu

The Importance of Writing Assignments by Institution Type and Role

For the membership survey, we broke down the responses to the question about the importance of writing assignments by the respondent’s institution type (Figure 6) and their role (Figure 7). The answers across institution types and roles were largely similar.

Attitudes Towards AI Tools by Institution Type and Role

For the membership survey, we broke down the responses to the question about support for using AI tools for different applications by the respondent’s institution type (Figure 8) and their role (Figure 9). Again, answers were largely similar across institution types and roles.

Confidence and accuracy (TLC survey)

We also looked at those who were most confident in their assessments of the essays. For each essay, we specifically looked at the answers of those who stated they had a confidence of 7 out of 10 for their answer.⁴ Table 2 contains the results of these assessments for this specific subgroup. The results suggest that those who were most confident in their answers also had higher rates of correctly determining if the essay was written by GPT-4 or a student.

	Essay 1	Essay 2	Essay 3
Correct determination	65.22%	76.67%	79.31%
Incorrect determination	34.78%	23.33%	20.69%
<i>n</i>	23	30	29

Table 2: Results of assessing essays as student-written or GPT-4 written among those who were most confident in their answers (at least 7 out of 10)

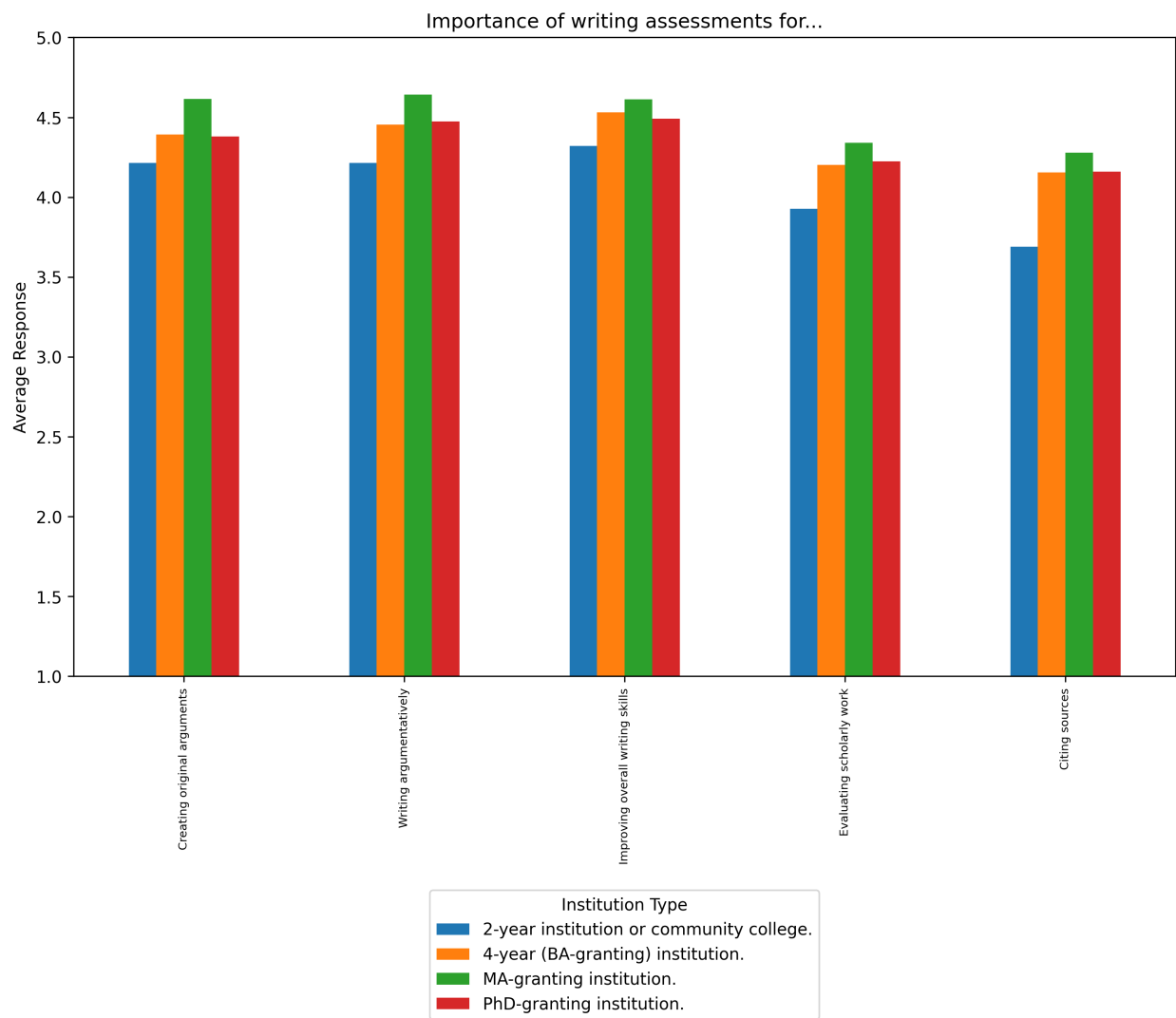


Figure 6: Pedagogical importance of writing assignments by respondent's institution type

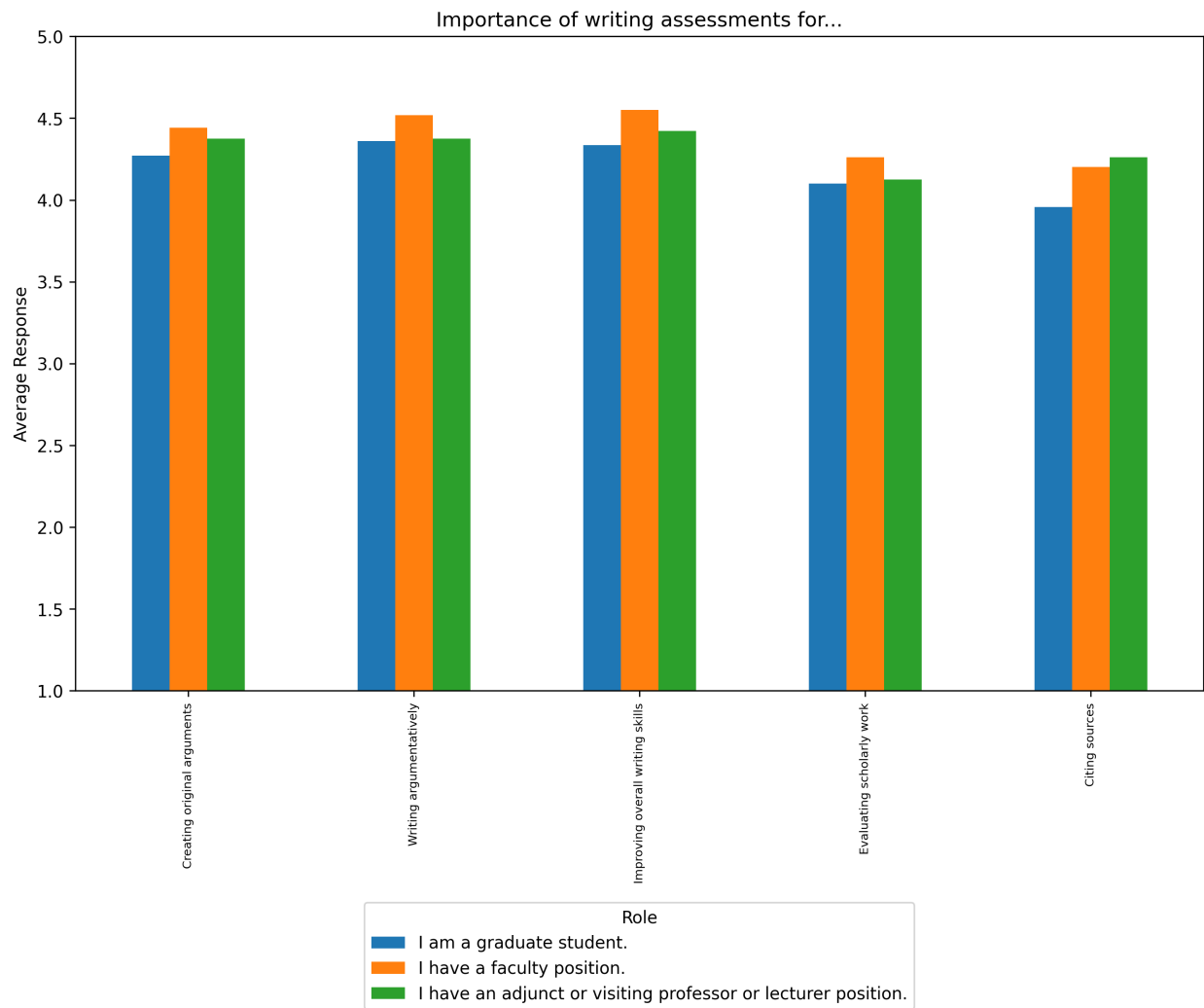


Figure 7: Pedagogical importance of writing assignments by respondent's role

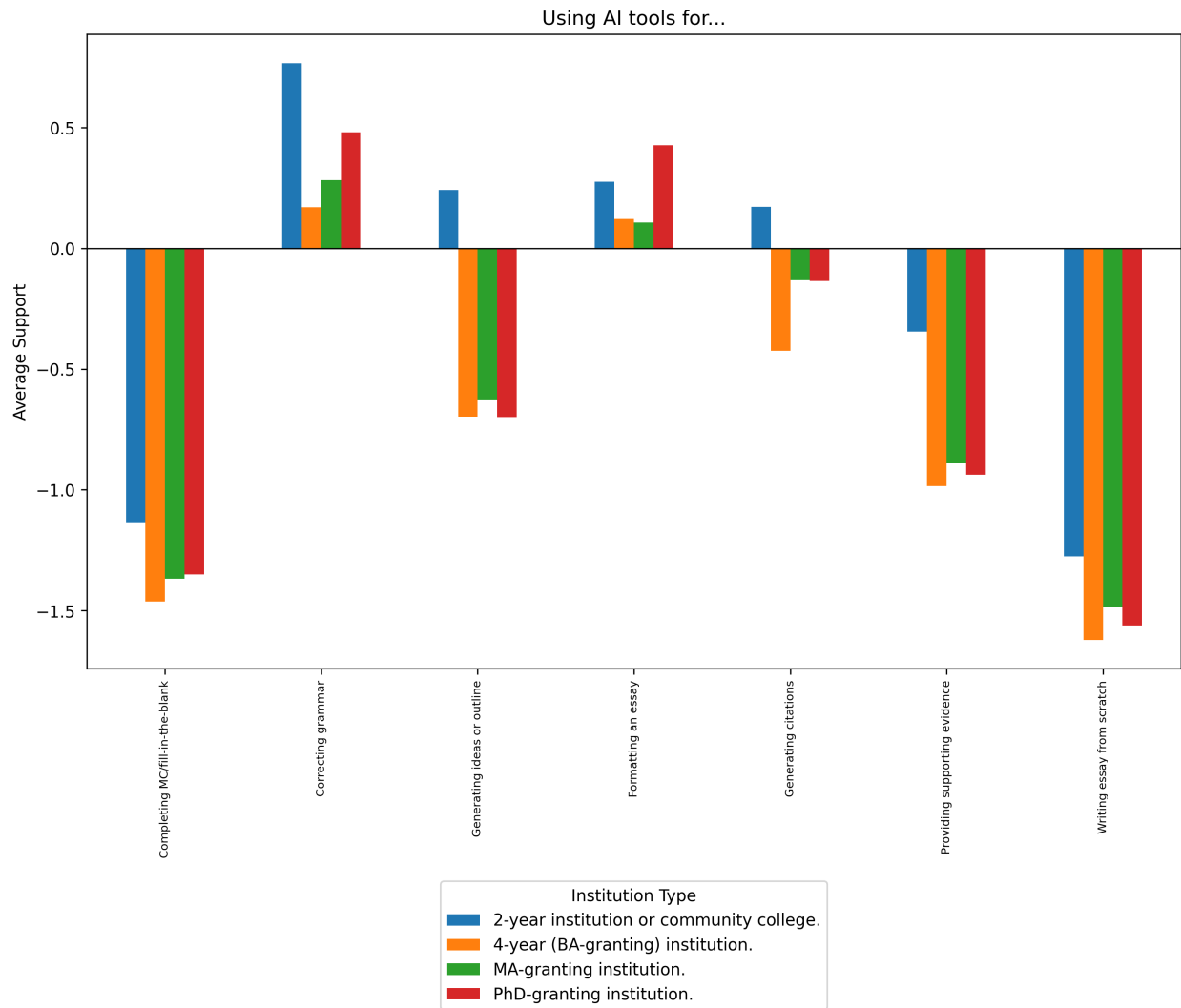


Figure 8: Support for various AI tool applications by respondent's institution type

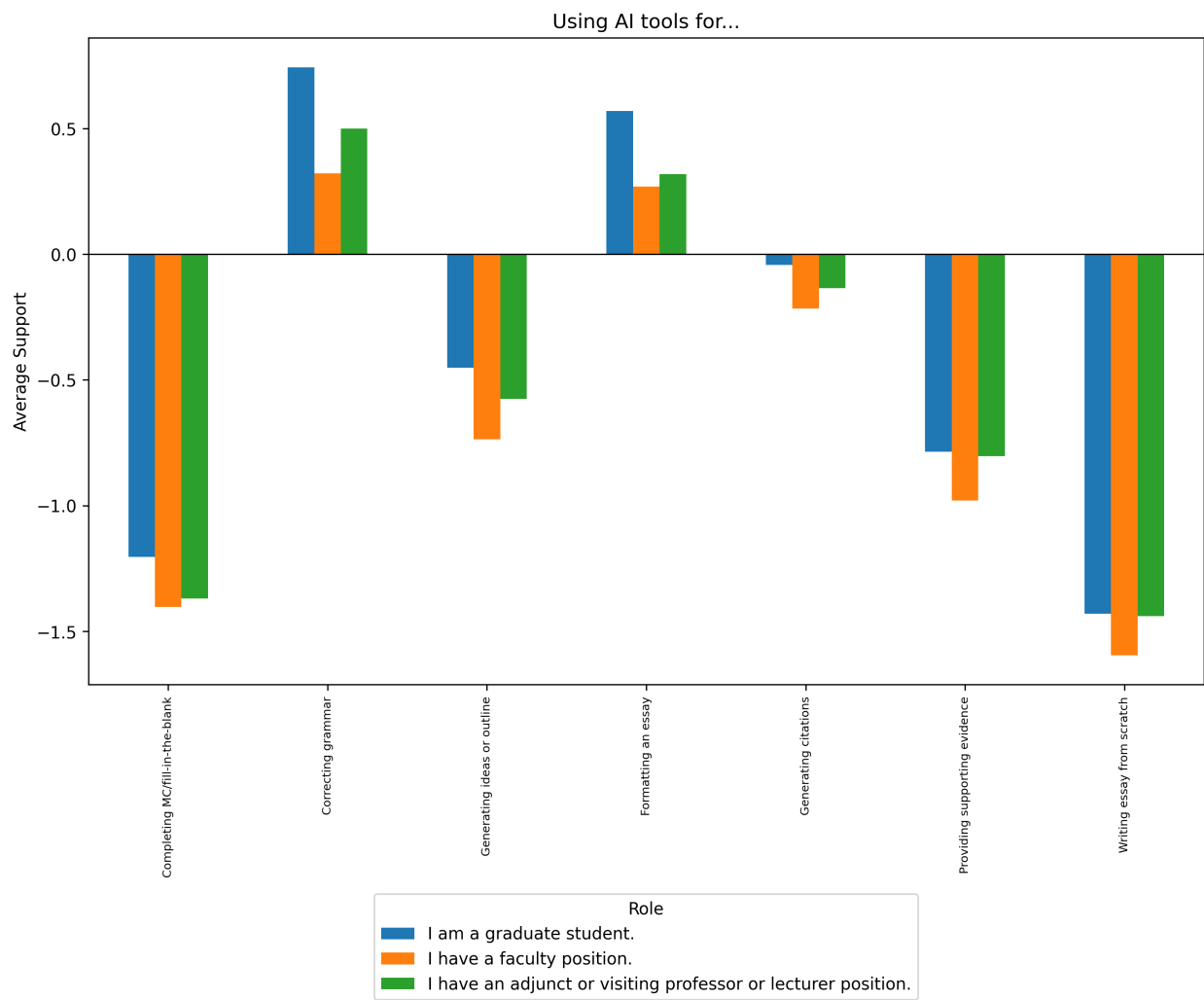


Figure 9: Support for various AI tool applications by respondent's role