

# Appendix A: Usability Session Materials

## Task and Scenario 1

You have heard that ChatGPT can write essays. You decide to ask ChatGPT to “write a literacy narrative” which is a prompt you received in an undergraduate writing class for an upcoming assignment.

## Task and Scenario 2

You are writing a research paper for an undergraduate class and decide to ask ChatGPT to “summarize research about the use of computers in higher education between 1970 and 2020.”

## Task and Scenario 3

You are interested in writing for health communication and/or health literacy and decide to ask ChatGPT to provide a list of best practices in health writing.

## Task and Scenario 4

Enter a prompt in ChatGPT that is similar to a paper topic that would be common and/or expected in your major.

## Task and Scenario 5

You are writing an essay for your Writing Intensive history course with an obscure topic. You decide to ask ChatGPT: “Analyze the role of the Jesuits in China in the 16th-18th centuries, particularly in regard to the technology of the telescope. Include as much detail as possible, and use citations in Chicago style.”

## Post-Task Question 1

Please rate how well the ChatGPT text meets your expectations on a scale of 1 to 5, with 1 being not very well and 5 being extremely well

1	2	3	4	5
Does not meet expectations at all	Does not meet expectations	Neither meets nor misses expectations	Meets expectations	Meets and exceeds expectations

## Post-Task Question 2

How likely would you be to use this ChatGPT text unaltered as your academic homework? Please rate on a scale of 1 to 5, with 1 being not very likely and 5 being very likely.

1	2	3	4	5
Not very likely	Not likely	Neither likely nor unlikely	Likely	Very Likely

## Post-Task Question 3

How likely would you be to use this ChatGPT text not as unaltered but rather to generate ideas about organization, content or expression for a future draft you might write? Please rate on a scale of 1 to 5, with 1 being not very likely and 5 being very likely.

1	2	3	4	5
Not very likely	Not likely	Neither likely nor unlikely	Likely	Very Likely

## Post-Task Question 4

How satisfied are you with the text produced by ChatGPT on a scale of 1 to 5, with 1 being not very satisfied and 5 being very satisfied?

1	2	3	4	5
Not very satisfied	Not satisfied	Neither satisfied nor unsatisfied	Satisfied	Very Satisfied

## Product Reaction Cards

Please select five words that best describe your experience with ChatGPT in this usability session.

The complete set of 118 Product Reaction Cards				
Accessible	Creative	Fast	Meaningful	Slow
Advanced	Customizable	Flexible	Motivating	Sophisticated
Annoying	Cutting edge	Fragile	Not Secure	Stable
Appealing	Dated	Fresh	Not Valuable	Sterile
Approachable	Desirable	Friendly	Novel	Stimulating
Attractive	Difficult	Frustrating	Old	Straight Forward

Boring	Disconnected	Fun	Optimistic	Stressful
Business-like	Disruptive	Gets in the way	Ordinary	Time-consuming
Busy	Distracting	Hard to Use	Organized	Time-Saving
Calm	Dull	Helpful	Overbearing	Too Technical
Clean	Easy to use	High quality	Overwhelming	Trustworthy
Clear	Effective	Impersonal	Patronizing	Unapproachable
Collaborative	Efficient	Impressive	Personal	Unattractive
Comfortable	Effortless	Incomprehensible	Poor quality	Uncontrollable
Compatible	Empowering	Inconsistent	Powerful	Unconventional
Compelling	Energetic	Ineffective	Predictable	Understandable
Complex	Engaging	Innovative	Professional	Undesirable
Comprehensive	Entertaining	Inspiring	Relevant	Unpredictable
Confident	Enthusiastic	Integrated	Reliable	Unrefined
Confusing	Essential	Intimidating	Responsive	Usable
Connected	Exceptional	Intuitive	Rigid	Useful
Consistent	Exciting	Inviting	Satisfying	Valuable
Controllable	Expected	Irrelevant	Secure	
Convenient	Familiar	Low Maintenance	Simplistic	

## Debriefing Interview Questions

1. What was your first impression of the texts that ChatGPT produced?
2. What do you like about the ChatGPT texts produced?
3. What do you not like about the ChatGPT texts produced?
4. How do you rate the credibility of ChatGPT texts?  
(1 = low credibility 5 = high credibility)  
Can you explain your rating?
5. How do you rate the relevance of ChatGPT texts?  
(1=low relevance 5=high relevance)  
Can you explain your rating?
6. How likely are you to use ChatGPT texts in an academic class? (1=very unlikely 5=very likely)  
Can you explain your rating?
7. Why or why not would you use ChatGPT texts for academic work?
8. What questions, if any, does ChatGPT raise for you?

## References

Adler-Kassner, L. & Wardle, E. Eds. (2016). *Naming what we know: Threshold concepts of Writing Studies*. Logan, UT: Utah State University Press.

- Anson, C. M. & Straume, I. S. (2022). Amazement and trepidation: Implications of AI-based natural language production for the teaching of writing. *Journal of Academic Writing*, 12, 1, 1-9. <http://dx.doi.org/10.18552/joaw.v12i1.820>
- Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. Available at SSRN 4337484.
- Benedek, J. and Miner, T. (2010). Measuring desirability: New methods for evaluating desirability in a usability lab setting. Proceedings of UPA 2002 Conference. Humanizing Design: UPA Eleventh Annual Conference, July 8-12, 2002 : Proceedings. (2002). United States: Usability Professionals' Association.
- Dobrin, S. (2023). [\*Talking about Generative AI: A Guide for Educators\*](#). PDF booklet. 10 May 2023. Broadview Press. Retrieved at <https://sites.broadviewpress.com/ai/talking/>
- Duin, A.H., & Pedersen, I. (2023). *Augmentation technologies and artificial intelligence in technical communication: Designing ethical futures*. New York, New York: Routledge.
- Duin, A.H., & Pederson, I. (2021). *Writing futures: Collaborative, algorithmic, autonomous*. Cham, Switzerland, Springer Press.
- Graham, S. S. (2023). Post-process but not post-writing: Large language models and a future For composition pedagogy. *Composition Studies*, 51, 1, 162–168.
- Floridi, L. (2023). AI as agency without intelligence: On ChatGPT, large language models, and other generative models. *Philosophy & Technology*, 36, 1, 15.
- Gavin P. Johnson, G. P. (2023). Don't act like you forgot: Approaching another literacy crisis by (Re)considering what we know about teaching writing with and through technologies. *Composition Studies*, 51,1, 169–175.

McAndrew, D. and Reigstad, T. (2001) *Tutoring Writing: A practical guide for conferences.*

Heinemann.

MLA-CCCC Joint Task Force on Writing and AI (2023). MLA-CCCC Joint Task Force On

Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and

Recommendations.

Vee, A. (2023). Large Language Models write answers. *Composition Studies* 51, 1,176–181.