

# Recruitment Script

*This script will be used to recruit students in CTW 1, 2 by the team members who is NOT the instructor of the course. The instructor will neither be present nor will they see the list of those who have consented to participate until AFTER grades are submitted in Spring 2025.*

## Explaining the study

This study is titled “Instrumentalizing ChatGPT for Academic Identity Formation in First-Year Composition.” The main inquiry for this study is exploring the effectiveness of integrating ChatGPT in first-year English composition classes like CTW 1 and 2. The study assesses how ChatGPT may influence students’ writing self-concept, self-efficacy, and engagement with the academic community during their first year in college.

As a reminder,

- **Writing self-concept** is our perception of ourselves as writers and learners of writing, including how we view our abilities, strengths, and weaknesses in academic writing contexts like CTW.
- **Writing self-efficacy** is our belief in our ability to successfully accomplish specific tasks or goals related to writing assignments or writing skills

Recent research has highlighted the growing role of AI in education, particularly in writing instruction (Hart-Davidson 2018; Porter 2018; Miller 2018; Knowles 2022; McKee and Porter 2020; Cummings et al 2024; Renade and Eyman 2024). Studies have shown that generative AI tools like ChatGPT can assist with basic writing tasks but raise concerns about potential over-reliance and the impact on students’ critical thinking and creativity (Bedington et al. 2024; Jamieson 2022). Despite these concerns, AI’s potential for personalized learning and support remains significant. Previous research in educational psychology has emphasized the importance of self-concept and self-efficacy in student success, particularly in writing-intensive courses like first-year composition, like CTW 1 and 2 (Barclay et al. 2018; Dulay 2017; Peterson 2015; Çikrikci 2017; Pajares and Schunk 2005). Additionally, the concept of Professional Identity Formation (PIF) in medical education, as explored by Huang and Lin (2024), suggests that AI tools can play a crucial role in helping students internalize professional norms and practices. This study builds on these findings by using ChatGPT as a learning coach to support students’ development as academic writers and thinkers within a first-year academic community. The study aims to address gaps in the existing literature by exploring the specific impact of AI on academic identity formation in a writing course context.

In CTW 1 and 2, you completed surveys and reflections using ChatGPT as part of your coursework. Doing so helped you see how your writing self-concept and self-efficacy may have changed during the school year.

Participating in this study would allow us to use the data from these activities for future research purposes. Importantly, *no additional effort or work* is required on your part.

## What participating means

Participation in this study entails:

- Permission to use your responses from the surveys taken at the beginning and end of both quarters (CTW 1 and 2);
- Permission to use your ChatGPT transcripts;
- Permission to use your SCU end-of-course evaluation data; and
- Permission to use your assignment reflections
  - In CTW 1, this was/is your group presentation reflection
  - In CTW 2, this is/will be your conference presentation reflection

## Knowing your rights

There are some things you should know about your own rights regarding participation in our study.

- First, your ***participation is entirely voluntary***. If you choose not to participate or to withdraw at a later time, there is no penalty. It will never affect your grade or relationship with the instructor or Santa Clara University. In fact, your instructor will not know whether or not you signed on until after the spring 2025 quarter is completed in June 2025.
- Second, all data collected will be anonymized by assigning alphanumeric IDs to each participant. In the case where scholarship is produced based on this data, we will use pseudonyms for students if ever we refer to specific student work. It is possible that unique characteristics of essays, response, or student information may make it possible for some people to identify individuals, but the primary focus of this study is to study trends across all of the CTW 1 and 2 sections taught by Dr. Stone (~53 students). There will be minimal use of quotations from student work, which, coupled with the use of pseudonyms, will minimize the risk of identification.
- Third, all of the records will be stored securely in a password-protected and locked location. The data will be deleted in five years.
- Finally, you may withdraw consent at any time by contacting any member of the research team or SCU's Office on Research Compliance and Integrity.

## Questions

Do you have any questions?

*Collect signed and unsigned forms, distributing form copies for participants' records.*