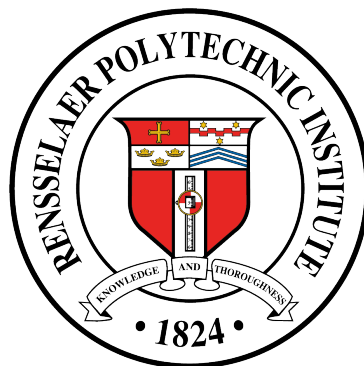


Misperceived Social Norms: Use and Disclosure of AI in the Classroom

ECON 6360 - Experimental Economics

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1 Introduction & Motivation

Artificial intelligence (AI) is everywhere (see Gray, 2024; Liu et al., 2024; Pesante et al., 2024; Spies et al., 2024), and the prevalence of freely accessible large language models (LLMs)—such as ChatGPT—has sparked a debate about the ethics of using AI in academic settings (Gouseti et al., 2025). Although LLMs (with sufficient controls) have been demonstrated to enhance students’ learning outcomes (see Baidoo-anu and Owusu Ansah, 2023), students may refrain from disclosing their use of LLMs on assignments due to social stigmas. The wide use of LLMs in educational settings has already been documented using anonymous surveys (see Bego, 2023; Sublime and Renna, 2024), wherein students report that using LLMs *does not feel like cheating* (Bego, 2023). The behavioral and experimental economics literature, however, has not rigorously studied the relationships between student self-disclosure of LLM use and social norms.

We investigate the AI social norms of a small sample of Rensselaer Polytechnic Institute (RPI) students in an experimental economics class (ECON-4360/6360). We hypothesize that an aversion to negative peer judgment drives students to conceal their use of AI on classwork, and—although RPI’s undergraduate and graduate handbooks do not explicitly prohibit the use of LLMs (“Graduate Student Supplement to Handbook”, 2024; “Rensselaer Handbook of Student Rights and Responsibilities”, 2025)—we expect that subjects underestimate the “AI-friendliness” of their peers. We further investigate whether providing an information “nudge” to correct the social misconception, if it exists, would increase subjects’ estimation of the likelihood of their peers to disclose AI use.

Our experimental design and results contribute empirical evidence of the impact of misperceived social norms on the choice of students to conceal the use of LLMs in their homework and provides an avenue for encouraging disclosure through an information nudge. As AI tools proliferate, fostering a culture of openness is critical to ensuring they enhance, rather than erode, educational integrity.

2 Research Questions

Our survey of the experimental and behavioral economics literature on LLM use and social norms motivates the following research questions:

1. Do students conceal their use of LLMs on coursework because they believe their peers view LLM use as socially inappropriate?
2. Is there a gap between the true number of students who report LLM favorability and the perceived number of a student's peers who report LLM favorability?

3 Hypotheses

In particular, we test the following hypotheses:

- (a) Students misperceive their peers' opinions on the use of LLMs in classroom settings (i.e., they underestimate the percentage of their peers that view LLM use favorably).
- (b) Exposing students to an information nudge that reveals their peers' opinions on LLM use will affect students' estimation of the likelihood of their peers to use and disclose LLMs use.

4 Experimental Design

4.1 Participants

Our between-subject experimental design included 21 participants: 19 undergraduate students enrolled in the course, a graduate teaching assistant, and the course instructor. While this may be a small sample size, 21 subjects is the maximum number of participants we could obtain for our experiment. We present the characteristics of these participants in Table 1.

¹One treatment participant did not include gender demographic information, hence the gap.

Table 1: Summary statistics of participant’s characteristics.

	Control	Treatment
Observations	11	10
Age [mean (SD)]	21.1 (1.6)	20.4 (1.5)
<i>Gender</i> ¹		
Female [%]	45.5	20.0
Male [%]	54.5	70.0
<i>Major</i>		
Business/Management [%]	18.2	0.0
Computational Biology [%]	9.1	10.0
Computer Science [%]	0.0	10.0
Economics [%]	9.1	20.0
Engineering [%]	63.6	50.0
Mathematics [%]	0.0	10.0
<i>Expected graduation year</i>		
2025 [%]	45.5	40.0
2026 [%]	9.1	20.0
2027 [%]	27.3	20.0
2028 [%]	9.1	20.0
2029 [%]	9.1	0.0
<i>Planning to attend grad school</i>		
No [%]	54.5	30.0
Yes [%]	45.5	70.0

4.2 Procedure

We employ a randomized controlled experiment with a between-subject design in a classroom setting. The experimental design is summarized in Figure 1 and the detailed procedure is presented below. An important note must be made: this experiment focuses on LLMs—only one type of AI. Nevertheless, we use the more general “AI” in place of “LLM” to avoid confusion for participants that are not in computing related majors.

As subjects entered the classroom testing environment, we randomly assigned them an ID number in the range of 1–17. Students participating remotely were assigned numbers in the range of 51–53. Students with IDs in the range of 1–10 comprised our *treatment* group and IDs 11–17 and 51–53 our *control* group.²

Following the procedure of Krupka and Weber (2013), we now pose a series of survey questions where

²Although IDs 51 to 53 provided valuable information in our experiment, not being able to control for possible confounds given their remote participation leads us to exclude them from some of the coming analysis.

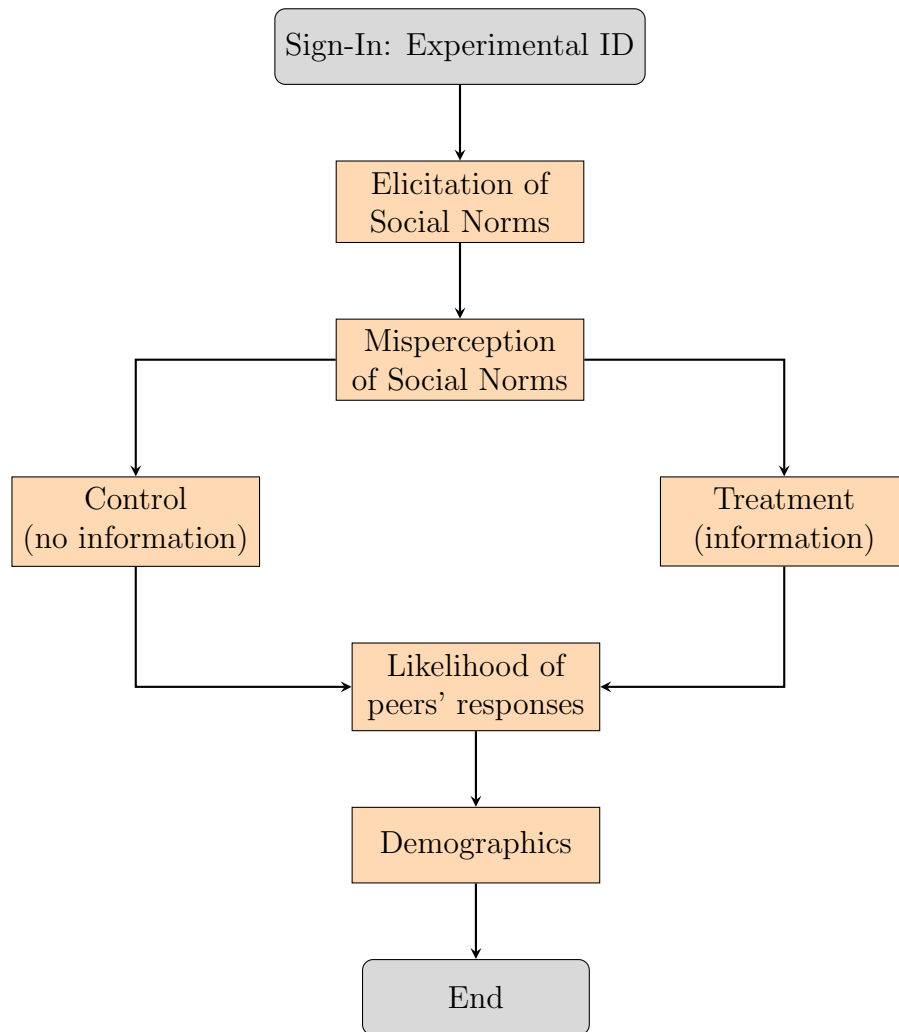


Figure 1: Experimental design.

we ask subjects to rank the “social appropriateness” of a series of statements. Specifically, participants may choose “very socially inappropriate”, “somewhat socially inappropriate”, “somewhat socially appropriate”, or “very socially appropriate”.

We present the following instructions:

Part 1

On the following screens, you will be presented with a series of situations (A to D) in which “Individual A” must make a decision. Each situation will have a brief description and a list of the possible decisions available to “Individual A”.

After you read the description of the situation, you will be asked to evaluate the different possible choices available to “Individual A” and to decide, for each possible action, whether taking that action would either be, “socially appropriate” and “consistent with moral or proper social behavior” or “socially inappropriate” and “inconsistent with moral or proper social behavior.”

By socially appropriate, we mean behavior that most people agree is the “correct” or “ethical” thing to do; moreover, if “Individual A” selected a socially inappropriate choice, then someone else might be angry at Individual A for doing so.

Please answer as completely as possible in each of your responses, based on your opinions of what constitutes socially appropriate or socially inappropriate behavior.

Payment: *At the end of the experiment, one of the situations will be selected at random. One of the presented decisions in this situation will also be selected at random. From this selected decision, we will determine which evaluation was most commonly chosen by the other experimental subjects here today. If you give the same response as that most frequently given by other people, then you will receive \$10.*

You may progress from situation A through D, until you reach instructions that direct you to wait. Please, raise your hand if you have any questions and wait for one of the experiment coordinators.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

One situation presented to the subjects, as described above, was as follows:

Situation A

Individual A is writing an essay for a class and has the option to use an AI tool to generate an outline and some initial ideas. The class instructor has not specified any policy about the use of AI, and will not be able to know if any AI tool was used in the assignment. Individual A then writes the essay manually, only using the AI-generated content as a starting point.

Please evaluate the social acceptability of the following decisions Individual A can make:

1. Use AI and disclose it, specifying how it was used (e.g., “I used an AI tool to create the outline and brainstorm ideas”)
2. Use AI and disclose it, without specifying how (e.g., “I used an AI tool to assist with this assignment”)
3. Use AI and conceal its use (e.g., submit the essay without mentioning any AI assistance)
4. Do not use AI

This social appropriateness elicitation task is a *coordination game* aimed at identifying the social norms of the subject pool per Krupka and Weber (2013). By presenting subjects with a series of social norm coordination games, we effectively prepare our subjects to identify the behaviors they believe are jointly recognized as things that *should* or *should not* be done. This allows us to collect ancillary information about AI social preferences as a whole and also “warm up” our participants for the coming estimation task without introducing priming effects (Bursztyn et al., 2020).

After each subject completed the elicitation task, we moved on to a group estimation task. The subjects were presented with the following instructions:

Part 2

On each of the following pages, you will be presented with a statement. First, you will be asked whether you personally agree with the statement. You will then be asked to guess how many of the other participants in the room agree with the statement.

Payment: *Participants who guess the true number of other participants that agree with the statement within a ± 1 range will receive \$10. For example, if your guess is 10 and the true number is 11 you will receive the \$10.*

Please, raise your hand if you have any questions and wait for one of the experiment coordinators.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

Following Bursztyn et al. (2020), we presented the subjects with two such statements. The agreement and estimation question pair for one statement as seen by experiment participants is provided below:

Do you agree with the following statement?

I have used AI to help me complete school assignments or research topics relating to class material even if the instructor did not specify any AI policy.

Yes

No

If you had to guess, how many people among the other 17^a study participants in the room do you think agree with the statement:

I have used AI to help me complete school assignments or research topics relating to class material even if the instructor did not specify any AI policy.

⟨Enter a positive whole number⟩

^aAlthough we have 21 participants, only 17 of them were physically present at the allotted session time.

After all participants had completed the estimation task, we separated the control and treatment groups. Participants in the control group (IDs 11–17) would be moved, in silence, to a separate room or testing facility.³ Participants in the treatment group (IDs 1–10) remained in the original setting of the experiment. The treatment and control groups remained separated for the remainder of the experiment because any intermixing of the two groups would introduce the possibility of spillover effects which, in

³The remainder of our control group, IDs 51–53, participated remotely.

turn, would diminish the treatment effect. To initiate the session split, subjects were presented with the following instructions:

Session Split

This experimental session will now split into 2 groups.

If your experimental ID is in the range of 1-10, you will remain seated in the classroom with Max.

If your experimental ID is in the range of 11-17, please follow Jhan to the laboratory setting in the hallway when prompted.

Remember that talking to one another is not allowed.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

Once the treatment and control groups were separated, we presented subjects in the treatment group to an information nudge. Specifically, we showed a graphic indicating the number and percentage of experimental participants that answered “Yes” and “No” to the group estimation task questions. Keeping the groups segregated, we ask a series of identical peer likelihood estimation questions. The participants received the following instructions:

Part 3

In this section you will be instructed to assess a series of statements.

You will be asked to guess on a scale of 1 to 10 the likelihood of your peers’ responses to the following statements, with 10 indicating the highest likelihood and 1 indicating the lowest likelihood.

For these questions, you will consider a scenario where the class instructor does not specify any AI policy. That is to say, there are no official guidelines disallowing or promoting the use of AI for that class.

Payment: *for each response that is within 10% of the average group response, you will receive \$2.*

Please, raise your hand if you have any questions and an experiment coordinator will address you privately.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

To illustrate, two peer likelihood estimation questions presented to subjects in the control and treatment groups appeared as the following:

Part 3

Please answer the following questions considering the scenario where the class instructor does not specify any AI policy.

1. How likely do you think your peers are to use AI?

- 1 2 3 4 5 6 7 8 9 10

2. How likely do you think your peers are to disclose their use of AI, if they used AI?

- 1 2 3 4 5 6 7 8 9 10

We ended our experiment with an exit survey that collected subject demographic information. We chose to collect this information at the end of the experiment to mitigate “stereotype threat” (Fernandez et al., 2016). Participants in the control and treatment groups saw identical instructions:

Exit Survey

What is your gender?

- Female
 Male
 Other (Write in)

What is your age?

(Enter a positive whole number)

What is your college major?

(Write in)

What year will you be graduating from college?

(Enter a positive whole number)

Do you plan on attending graduate school?

- Yes
 No

5 Results

5.1 Social Norms

To identify social norms, we calculated the mean of the social appropriateness ratings, as suggested by Krupka and Weber (2013). This involved converting the participants' responses into numerical values: a response of "very socially inappropriate" was assigned a score of -1 , "somewhat socially inappropriate" was given a score of $-1/3$, "somewhat socially appropriate" received a score of $1/3$, and "very socially appropriate" was mapped to 1 . Table 2 presents the mean social appropriateness ratings of the participants across different scenarios. Each row represents a potential action choice, with the "Mean" column displaying the average social appropriateness ratings for each choice, ranging from unanimous agreement on "very socially inappropriate" (-1.0) to unanimous agreement on "very socially appropriate" (1.0); the remaining columns show the complete distribution of responses.

Not using AI was rated the most socially appropriate action across all scenarios, typically achieving the highest mean social appropriateness rate. For the essay scenarios, the mean social appropriateness rate for not using AI was 0.81 (without AI policy) and 0.75 (with AI policy). For the coding scenarios, the social appropriateness rate of not using AI was 0.75 (without AI policy) and 0.68 (with AI policy). It is noteworthy that, although not using AI was always perceived as socially appropriate, it consistently had lower appropriateness rates when there was an AI policy. This suggests that participants perceive using AI as slightly more socially appropriate when an AI policy is in place than when there is no AI policy, possibly because the existence of the policy signals to students that the instructor considers the use of AI acceptable.

Across all scenarios—essay writing and coding, with or without an AI policy—detailed disclosure of AI use consistently received higher mean social appropriateness ratings than simple disclosure or concealment. For example, in the essay with no AI policy scenario, detailed disclosure obtained a mean social appropriateness rate of 0.78 , compared to 0.37 for simple disclosure. In coding scenarios, participants consistently viewed light use of AI as more socially appropriate than heavy use, especially when disclosure was involved. For example, without an AI policy, light use with detailed disclosure had a mean social appropriateness

rate of 0.65, significantly higher than the 0.43 for heavy use with the same disclosure. This suggests that participants (a) strongly favored transparency, particularly when it included specific details about how AI was utilized, over vague acknowledgment or silence, and (b) strongly favored lower AI use.

Concealing AI use was consistently rated as socially inappropriate, with the perception becoming more negative when an AI policy was present. For example, in the essay with no AI policy, concealment obtained a social appropriateness rate of -0.21, but with an AI policy, this dropped to -0.43. The presence of an AI policy appears to heighten expectations for disclosure, amplifying the social disapproval of hiding AI assistance.

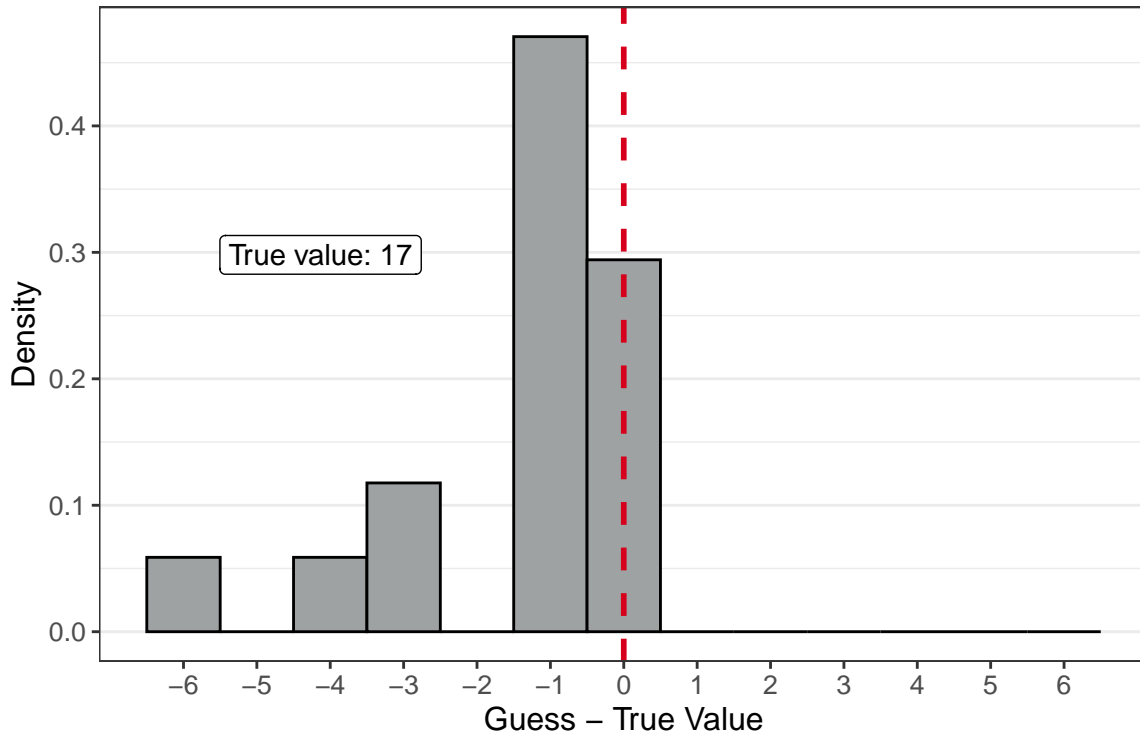
5.2 Misperceived Social Norms

We assessed the misperception of social norms by calculating the difference between participants' beliefs about the opinions of other session participants (the estimated number of participants agreeing with the statement) and the actual opinions of all session participants (the true number of participants agreeing with the statement). This approach aligns with the procedure used by Bursztyn et al. (2020). Figure 2 illustrates the distribution of these differences, where positive values signify an overestimation of the other participants' agreement, negative values indicate an underestimation, and a zero value represents a correct guess.

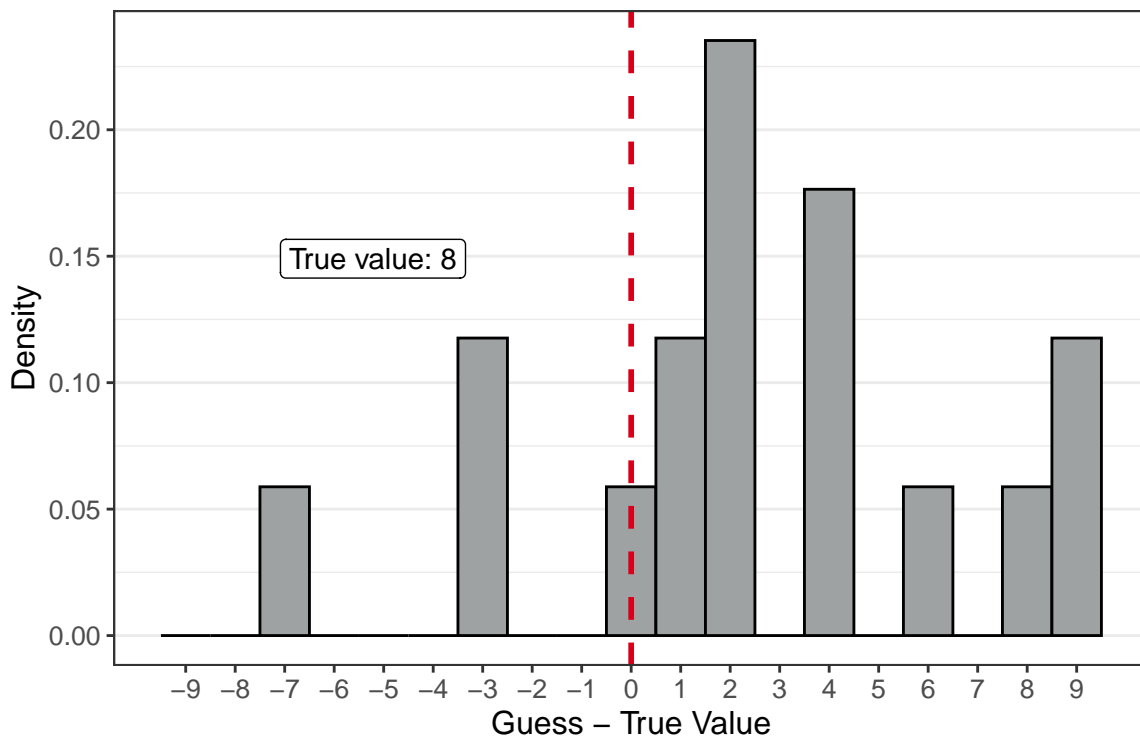
Overall, our subjects accurately estimated the number of others who have used AI in school assignments: approximately 30% of participants correctly guessed the actual number (17) of participants who have used AI, while approximately 45% of their guesses were one unit below the true number (see Figure 2a). Conversely, participants overestimated the number of those who agreed with disclosing the use of AI in assignments (see Figure 2b). This indicates that students correctly perceived how many of their peers used AI; however, they misperceived how many of their peers agreed with disclosing the use of AI.

5.3 Effect of providing information

To correct the beliefs about the opinions of other participants, we showed the true percentage of participants agreeing with each of the statements (see Figure 3). Our main findings are in Figure 4. We emphasize that



(a) AI use: *“I have used AI to help me complete school assignments or research topics relating to class material even if the instructor did not specify any AI policy.”*



(b) Disclosure of AI use: *“Students should disclose the use of AI in their assignments even if the instructor did not specify any AI policy.”*

Figure 2: Distribution of the misperception.

Table 2: Elicited social norms.

Action	Mean	Very Socially Inappropriate	Somewhat Socially Inappropriate	Somewhat Socially Appropriate	Very Socially Appropriate
<i>Essay with no AI policy</i>					
Detailed disclose	0.78	5%	0%	19%	76%
Disclose	0.37	10%	24%	19%	48%
Conceal	-0.21	33%	29%	24%	14%
Do not use	0.81	5%	0%	14%	81%
<i>Essay with AI policy</i>					
Detailed disclose	0.75	5%	0%	24%	71%
Disclose	0.43	0%	19%	48%	33%
Conceal	-0.43	48%	24%	24%	5%
Do not use	0.75	10%	0%	10%	81%
<i>Coding with no AI policy</i>					
Heavy use and detailed disclose	0.43	0%	24%	33%	38%
Heavy use and disclose	0.03	5%	48%	29%	14%
Heavy use and conceal	-0.52	62%	14%	14%	10%
Light use and detailed disclose	0.65	5%	14%	10%	71%
Light use and disclose	0.46	5%	14%	38%	43%
Light use and conceal	-0.11	14%	43%	38%	5%
Do not use	0.75	10%	0%	10%	81%
<i>Coding with AI policy</i>					
Heavy use and detailed disclose	0.4	0%	24%	43%	33%
Heavy use and disclose	-0.02	10%	52%	19%	19%
Heavy use and conceal	-0.71	71%	19%	5%	5%
Light use and detailed disclose	0.68	0%	14%	19%	67%
Light use and disclose	0.37	0%	29%	38%	33%
Light use and conceal	-0.4	38%	38%	19%	5%
Do not use	0.68	14%	0%	5%	81%

To construct the mean ratings, we converted responses into numerical scores

- “very socially inappropriate” = -1
- “somewhat socially inappropriate” = -1/3
- “somewhat socially appropriate” = 1/3
- “very socially appropriate” = 1

our results are *not* statistically significant, likely because of our small sample size, but that the directions of the treatment effect are logical and consistent with our hypotheses.

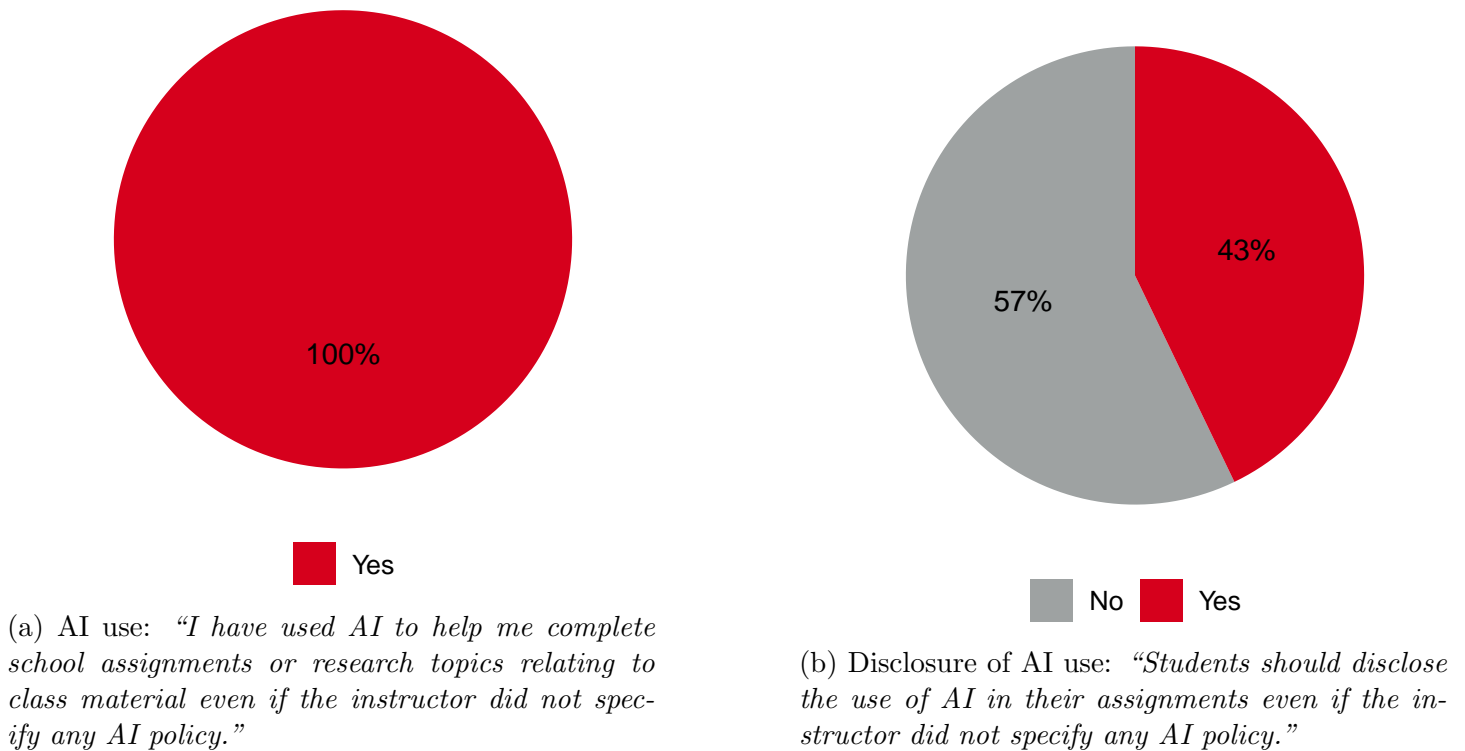
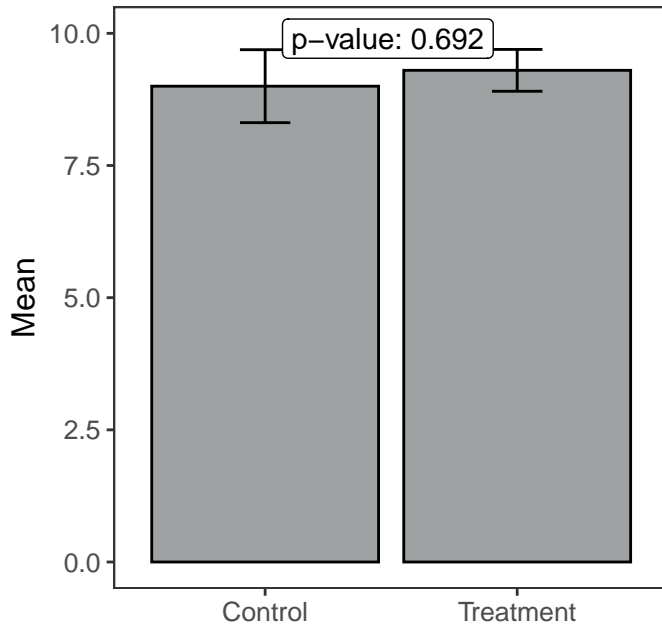
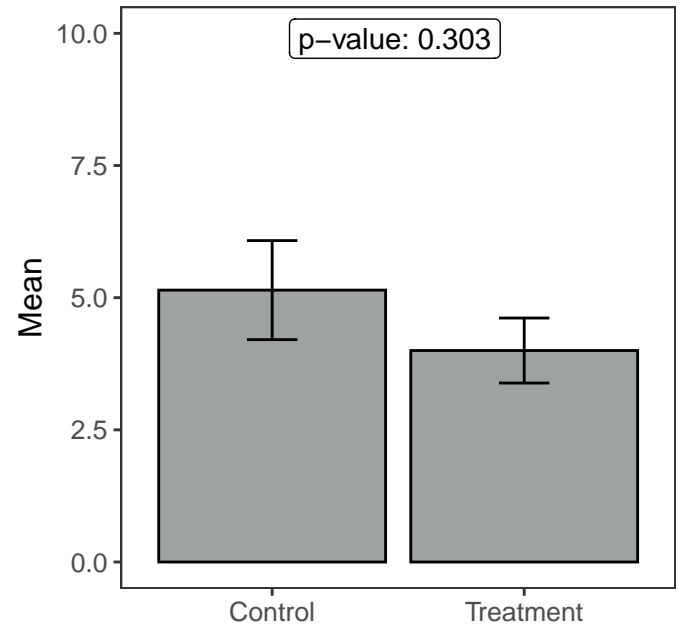


Figure 3: Information provided: participants agreeing with the statements.

In the group estimation task, participants accurately estimated the number of their peers who had previously used AI, indicating no misperception. Consequently, providing an information nudge aimed at correcting a misperception did not appear to have an effect (see 4a). On the other hand, participants *overestimated* the number of their peers who agreed with disclosing AI use. After providing information to the treatment group, there was a reduction in the participants' estimated likelihood of others to disclose AI use, suggesting that providing information may correct this misperception (see 4b).



(a) “How likely do you think are your peers to use AI?”



(b) “How likely do you think your peers are to disclose their use of AI, if they used AI?”

Figure 4: Peers’ likelihood estimation.

To analyze heterogeneous effects, we controlled for the demographics collected in the exit survey in an ordinary least squares regression analysis. Notwithstanding the additional controls, the treatment coefficient—a nudge dummy—did not show evidence of statistical significance. Table 3 shows the regression results. Column (1) does not include controls and replicates the results from Figure 4a; similarly, column (3) replicates Figure 4b. Columns (2) and (4) include the demographic variables as controls.

Table 3: Effect of proving information.

	How likely do you think are your peers to use AI?		How likely do you think your peers are to disclose their use of AI?	
	(1)	(2)	(3)	(4)
Provide information	0.391 (0.642)	0.310 (1.957)	-0.727 (0.898)	-3.732 (3.159)
Constant	8.909*** (0.443)	11.952 (19.941)	4.727*** (0.619)	-9.339 (32.195)
<i>Controls</i>				
Age		-0.148 (0.808)		0.361 (1.305)
<i>Gender (base: Female)</i>				
Male		0.758 (2.810)		0.806 (4.536)
<i>Major (base: Bussiness)</i>				
Computational Biology		1.110 (4.446)		6.668 (7.178)
Computer Science		1.913 (2.668)		5.690 (4.308)
Economics		-0.490 (4.208)		9.368 (6.794)
Engineering		0.394 (2.154)		4.955 (3.478)
Mathematics		0.855 (6.414)		10.484 (10.355)
<i>Expected graduation (base: 2025)</i>				
2026		1.848 (3.423)		-0.761 (5.527)
2027		0.642 (3.214)		2.394 (5.190)
2028		-0.155 (4.570)		1.616 (7.378)
2029		-0.794 (3.233)		-3.155 (5.220)
<i>Planning to attend grad school (base: No)</i>				
Yes		-1.958 (1.306)		2.094 (2.109)
Num. Obs.	21	20	21	20
R2	0.019	0.725	0.033	0.645
AIC	79.7	75.3	93.7	94.4
RMSE	1.40	0.75	1.95	1.21

+ p < 0.1, * p < 0.05, ** p < 0.01, *** p < 0.001

6 Discussion

This study examined the social norms and misconceptions surrounding the use of AI in academic settings, focusing on two specific cases: essay writing and coding assignments. We found that refraining from using AI is generally considered the most socially acceptable behavior. This perception, however, slightly diminishes when an AI policy is in place, suggesting that such policies might normalize AI usage. Furthermore, detailed disclosure of AI use is preferred to simple disclosure or concealment, with lighter AI use deemed as more appropriate than heavier reliance. Concealment is strongly disapproved, especially when a policy exists, underscoring a social norm of transparency.

We found it intriguing that, overall, the subjects did not adhere to social norms. As noted, the subjects deemed it socially appropriate not to use AI for homework and, if used, to disclose its use; however, this behavior was not reported in the latter part of the experiment. All subjects reported having used AI in their homework or research endeavors, and the majority of the subjects (57%) did not agree that students should disclose the use of AI.

While participants accurately assessed their peers' AI usage, they overestimated their peers' support for disclosure, a misconception that might be mitigated by information nudges. It is important to note that we cannot draw definitive conclusions regarding the effect of providing information on correcting misperceptions, as none of our results were statistically significant, likely because of the small sample size. Nevertheless, the observed direction of the treatment effect is consistent with the hypothesis that peer-likelihood estimations improve when subjects are informed of their peers' opinions.

We report one threat to internal validity: during our experimental session we were initially unable to show subjects in our treatment group the percentage and number of subjects that agreed or disagreed with the two statements in the group estimation task. Resolving this required having all participants submit their forms, resulting in *treatment group participants seeing the peer-likelihood estimation questions before the nudge*. Treatment participants then progressed through the form with their original ID with "00" appended to it⁴ until they saw the session split page again. With the data now available, we could show these participants the charts in Figure 3 and treatment participants completed the experiment as normal.

⁴So, for example, ID 9 became 900 under a separate submission in our raw data.

To process the received data, we ignored the responses of IDs 1–10 from the session split instructions and on. We instead replaced it with their post-nudge responses (from IDs 100, 200, 300,..., and 1000). We anticipate that the treatment group seeing the post-nudge questions before we nudged them diminished the observed treatment effect. The consistency of the direction of the treatment effect with our hypotheses, however, gives us confidence that providing information affects subjects' perceptions of their peers' likelihood of disclosing AI use despite the lack of statistical significance. Our confidence notwithstanding, our concentration on perceptions rather than *actual behavior* stultifies our findings.

Despite these concerns and the small scope of our research, our empirical data highlights that transparency and moderation are essential values in the academic use of AI. We recommend that future research explore *why* certain actions are considered appropriate. Importantly, this research should employ larger samples because a larger observation set would enable an investigation into how AI social norms vary between college majors and other demographic characteristics. Additional research should also consider tracking participants across time as this would enable a test of the effects of informational nudges on long-term behavior.

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A Online Form

The following pages present the complete set of instructions and questions received by experiment participants.

Experimental Economics - Project Form

Welcome!

Before we begin, please note the following rules:

- No talking during the experiment.
- No use of electronic devices, except as needed for the experiment.
- If you have questions, raise your hand and wait for an experiment coordinator to address your question privately. Please, do not ask questions aloud during the experiment.
- Please follow the instructions as the experimenter reads them.

General Information About the Experiment

This experiment consists of three parts. In the first two parts you will have the opportunity to earn \$10 (in each part). In the third part you will have the opportunity to earn between \$0 and \$10. The rewards in each part of the experiment are independent. For example, receiving a reward in part one does not affect the likelihood of earning a reward in part two. Finally, part four asks you to answer a series of survey questions, please provide complete responses.

The instructions for each part of the experiment will show up on the screen before the beginning of each section. Please keep in mind that all the answers that you provide during the experiment are anonymous.

Consent statement

Participation in this experiment is voluntary. By clicking "Next", you acknowledge that this is a class project and not a real research study, that you will not be paid for your participation, and we kindly ask that you take your participation seriously.

Please, raise your hand if you have any questions and wait for one of the experiment coordinators to address your questions privately.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

* Indicates required question

1. Please enter your experimental ID *

Part 1

On the following screens, you will be presented with a series of situations A-D in which an "Individual A" must make a decision. Each situation will have a brief description and a list of the possible decisions available to "Individual A".

After you read the description of the situation, you will be asked to evaluate the different possible choices available to "Individual A" and to decide, for each possible action, whether taking that action would either be, "*socially appropriate*" and "consistent with moral or proper social behavior" or "*socially inappropriate*" and "inconsistent with moral or proper social behavior."

By socially appropriate, we mean behavior that most people agree is the "correct" or "ethical" thing to do; moreover, if "Individual A" selected a socially inappropriate choice, then someone else might be angry at Individual A for doing so.

Please answer as completely as possible in each of your responses, based on your opinions of what constitutes socially appropriate or socially inappropriate behavior.

Payment: At the end of the experiment, one of the situations will be selected at random. One of the presented decisions in this situation will also be selected at random. From this selected decision, we will determine which evaluation was most commonly chosen by the other experimental subjects here today. If you give the same response as that most frequently given by other people, then you will receive \$10.

You may progress from situation A through D, until you reach instructions that direct you to wait. Please, raise your hand if you have any questions and wait for one of the experiment coordinators.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

Part 1

2. **Situation A**

Individual A is writing an essay for a class and has the option to use an AI tool to generate an outline and some initial ideas. The class instructor has not specified any policy about the use of AI, and will not be able to know if any AI tool was used in the assignment. Individual A then writes the essay manually, only using the AI-generated content as a starting point.

Please evaluate the social acceptability of the following decisions Individual A can make:

Check all that apply.

	Very socially inappropriate	Somewhat socially inappropriate	Somewhat socially appropriate	Very socially appropriate
Use AI and disclose it, specifying how it was used (e.g., "I used an AI tool to create the outline and brainstorm ideas")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and disclose it, without specifying how (e.g., "I used an AI tool to assist with this assignment")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and conceal its use (e.g., submit the essay without mentioning any AI assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not use AI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 1

3. **Situation B**

Individual A is taking a programming class and is working on a very challenging homework assignment that requires the writing of a new program. The class instructor has not specified any policy about the use of AI, and will not be able to know if any AI tool was used in the assignment. Individual A has the option of using an AI tool to help with the assignment.

Please evaluate the social acceptability of the following decisions Individual A can make:

Check all that apply.

	Very socially inappropriate	Somewhat socially inappropriate	Somewhat socially appropriate	Very socially appropriate
Use AI and to write a significant part of the code and disclose its use, specifying which parts (e.g., "The AI generated the sorting algorithm in lines 20–100")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and to write a significant part of the code and disclose its use, without specifying how (e.g., "I used an AI tool to assist with this assignment")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and to write a significant part of the code and conceal its use (e.g., "submit the code without	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mentioning any AI assistance")

Use AI and to write a minor part of the code and disclose its use, specifying which parts (e.g., "The AI generated the an auxiliar function in lines 20-25")

Use AI and to write a minor part of the code and disclose its use, without specifying how (e.g., "I used an AI tool to assist with this assignment")

Use AI and to write a minor part of the code and conceal its use (e.g., "submit the code without mentioning any AI assistance")

Do not use AI

4. **Situation C**

*

Individual A is writing an essay for a class and has the option to use an AI tool to generate an outline and some initial ideas. Individual A then writes the essay manually, only using the AI-generated content as a starting point. The class instructor will not be able to know if any AI tool was used in the assignment, but the instructor requires that students disclose the use of any such tool.

Please evaluate the social acceptability of the following decisions Individual A can make:

Check all that apply.

	Very socially inappropriate	Somewhat socially inappropriate	Somewhat socially appropriate	Very socially appropriate
Use AI and disclose it, specifying how it was used (e.g., "I used an AI tool to create the outline and brainstorm ideas")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and disclose it, without specifying how (e.g., "I used an AI tool to assist with this assignment")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and conceal its use (e.g., submit the essay without mentioning any AI assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not use AI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 1

5. **Situation D**

Individual A is taking a programming class and is working on a very challenging homework assignment that requires the writing of a new program. Individual A has the option of using an AI tool to help with the assignment. The class instructor will not be able to know if any AI tool was used in the assignment, but the instructor requires that students disclose the use of any such tool.

Please evaluate the social acceptability of the following decisions Individual A can make:

Check all that apply.

	Very socially inappropriate	Somewhat socially inappropriate	Somewhat socially appropriate	Very socially appropriate
Use AI and to write a significant part of the code and disclose its use, specifying which parts (e.g., "The AI generated the sorting algorithm in lines 20–100")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and to write a significant part of the code and disclose its use, without specifying how (e.g., "I used an AI tool to assist with this assignment")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use AI and to write a significant part of the code and conceal its use (e.g., "submit the code without	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mentioning
any AI
assistance")

Use AI and
to write a
minor part
of the code
and
disclose its
use,
specifying
which parts
(e.g., "The
AI
generated
the an
auxiliar
function in
lines 20-
25")

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Use AI and
to write a
minor part
of the code
and
disclose its
use, without
specifying
how (e.g., "I
used an AI
tool to
assist with
this
assignment
")

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Use AI and
to write a
minor part
of the code
and conceal
its use (e.g.,
"submit the
code
without
mentioning
any AI
assistance")

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Do not use
AI

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Please wait here until the experiment coordinator gives the instruction to continue.

Part 2

On each of the following pages, you will be presented with a statement. First, you will be asked whether you personally agree with the statement. You will then be asked to guess how many of the other participants in the room agree with the statement.

Payment: Participants who guess the true number of other participants that agree with the statement within a ± 1 range will receive \$10. For example, if your guess is 10 and the true number is 11 you will receive the \$10.

Please,

raise your hand if you have any questions and wait for one of the experiment coordinators.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

Part 2

6. **Do you agree with the following statement?** *

I have used AI to help me complete school assignments or research topics relating to class material even if the instructor did not specify any AI policy.

Mark only one oval.

Yes

No

7. **If you had to guess, how many people among the other 17 study participants in the room do you think agree with the statement:** *

"I have used AI to help me complete school assignments or research topics relating to class material even if the instructor did not specify any AI policy."

Please wait here until the experiment coordinator gives the instruction to continue.

Part 2

8. **Do you agree with the following statement?** *

Students should disclose the use of AI in their assignments even if the instructor did not specify any AI policy.

Mark only one oval.

Yes

No

11. How likely do you think your peers are to disclose their use of AI, if they used AI? *

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Very Very Likely

12. How likely do you think your peers are to think AI is ethical for school use? *

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Very Very Likely

13. How likely do you think your peers are to think that AI reduces student learning prospects? *

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Very Very Likely

14. How likely do you think your peers are to think that AI familiarity would make them more attractive job applicants? *

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Very Very Likely

Part 4

In this section you will be asked a series of questions regarding your personal characteristics. Please answer succinctly and truthfully.

DO NOT PROGRESS TO THE NEXT SECTION UNTIL INSTRUCTED

Part 4

Once completed you may progress to the final section.

15. What is your gender?

Mark only one oval.

Female

Male

Other: _____

16. What is your age? *

17. What is your college major? *

18. What year will you be graduating from college? *

19. Do you plan on attending graduate school? *

Mark only one oval.

Yes

No

Disclosure

We thank you for your participation in this experiment. Please remain quietly seated until the experiment has concluded.

Please carefully read and be aware of the following:

- This study was conducted as part of a class project.
- The data will not be shared with anyone or used for actual research.
- Because this is a class project, you will not receive real monetary payments.

You may now submit this form.

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