

Student Self-Assessment Sheet: At-Home Activities

* Indicates required question

1. Email *

2. Date: *

Example: January 7, 2019

3. University: *

Mark only one oval.

☐

University of Udine (UNIUD) – Italy

☐

University of Maribor (UNIUM) – Slovenia

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Juraj Dobrila University of Pula (UNIPU) – Croatia

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Transilvania University of Braşov (UNITBV) – Romania

4. Instructor: *

Mark only one oval.

- ☐ Costantini, Francesco (UNIUD)
- ☐ Gallitelli, Eleonora (UNIUD)
- ☐ Li Destri, Emanuela (UNIUD)
- ☐ Kompara Lukančič, Mojca (UNIUM)
- ☐ Smajla, Tilen (UNIUM)
- ☐ Gugić, Jelena (UNIPU)
- ☐ Dimulescu, Cristina (UNITBV)
- ☐ Nechifor, Andreea (UNITBV)

5. Study level: *

Mark only one oval.

☐ BA 1st Year

☐ BA 2nd Year

☐ BA 3rd Year

☐ MA 1st Year

☐ MA 2nd Year

6. Field: *

Mark only one oval.

- ☐ tourism
- ☐ mobility
- ☐ law
- ☐ criminal justice
- ☐ education
- ☐ social media marketing
- ☐ sport

7. Name the AI tool used during the semester for at home language activities, homework assigned for the language classes, personal educational purposes (Check all that apply):

*

Check all that apply.

- ☐ Claude
- ☐ Gemini
- ☐ NotebookLM
- ☐ Google AI Studio
- ☐ Perplexity
- ☐ ChatGPT
- ☐ Copilot
- ☐ Grammarly
- ☐ Classtime
- ☐ ZenoChat
- ☐ DeepSeek
- ☐ CoralAI
- ☐ Other (please specify in the next question)

8. If you used "Other" in the previous question, please specify:

9. What did you use the AI tool for (Check all that apply): *

Check all that apply.

- ☐ Brainstorming for ideas
- ☐ Rephrasing paragraphs
- ☐ Checking grammar
- ☐ Improving style
- ☐ Conversation
- ☐ Power point slides generation
- ☐ Infographics / Mindmaps
- ☐ Language scenarios in dedicated contexts
- ☐ Flash card generation for checking knowledge based on dedicated input
- ☐ Grammar drilling in context
- ☐ Specialised vocabulary building
- ☐ Quizzes
- ☐ Translation
- ☐ Collocation identification and learning
- ☐ Proofreading
- ☐ Checking for accuracy
- ☐ Summarising
- ☐ Content comparing
- ☐ Term extraction
- ☐ Hallucination observation
- ☐ Other (please specify in the next question)

10. If you used "Other" in the previous question, please specify:

11. Effectiveness of AI tool use (How did AI help or not help me?) *

Mark only one oval per row.

	AI made no difference in my learning style	AI made it harder for me to learn	AI made it easier for me to learn
Learning:	☐	☐	☐

12. Effectiveness of AI tool use (How did AI help or not help me?) *

Mark only one oval per row.

	I used it too little	I used it appropriately	I used it too much
Use of AI tools:	☐	☐	☐

13. Use of AI tools for language self-improvement during the semester *

Mark only one oval per row.

	frequently	sometimes	never
How much did I use AI tools for my homework?	☐	☐	☐
How much did I use AI tools for English language self- improvement?	☐	☐	☐
How much did I use AI tools for specialised vocabulary self- improvement?	☐	☐	☐

14. Motivation (How did I feel about learning during the semester?) *

Mark only one oval.

- ☐ I feel I did well and was motivated
- ☐ I feel I was trying and improving
- ☐ I feel I struggled with motivation

15. Independence in using AI (How did I decide to use AI?) *

Check all that apply.

- ☐ I proactively sought help from AI
- ☐ I used AI because the teacher told me to
- ☐ I avoided using AI

16. Quality of interaction (How well did I communicate with the AI and understand it?) *

Mark only one oval per row.

	effective	partially effective	ineffective	no chatbot used
How effective were my interactions with AI?	☐	☐	☐	☐
How effective were my instructions or questions to the AI?	☐	☐	☐	☐
How effectively did I understand and use what the AI told me?	☐	☐	☐	☐

17. Critical Evaluation of AI Output (Did I check if the AI was right?) *

Mark only one oval.

- ☐ I verified AI output because I am familiar with the concept of hallucinations
- ☐ I verified AI output because I suspected something was not correct
- ☐ I accepted AI output without questioning
- ☐ Not the case

18. Integration of AI into the Learning Process (How did AI fit into my learning?) *

Check all that apply.

- ☐ I incorporated AI into study habits
- ☐ AI felt like a useful tool for at-home self-learning
- ☐ I used AI for a specific task but it didn't connect much to my overall at-home-learning
- ☐ I struggled to connect AI use to self-learning; I didn't understand how AI helped me learn

19. I think that I integrated AI generated content in my assignments ethically *

Mark only one oval.

- ☐ yes
- ☐ so and so
- ☐ not really

20. Overall feeling *

Mark only one oval.

- ☐ I found AI integration helpful
- ☐ I found AI integration useless
- ☐ I found AI integration detrimental

21. I feel that the activities assisted by AI tools made me progress in acquiring specialized vocabulary *

Mark only one oval.

1 2

True ☐ ☐ False

22. I feel that the activities assisted by AI tools made me understand the use of grammar structures in specific contexts *

Mark only one oval.

1 2

True ☐ ☐ False

23. I feel that the activities assisted by AI tools made me relate to pragmatic concepts in real-life situations / conversations *

Mark only one oval.

1 2

True ☐ ☐ False

24. I feel that the activities assisted by AI tools made me integrate professional writing practices in my learning process *

Mark only one oval.

1 2

True ☐ ☐ False

25. I feel that the activities assisted by AI tools made me develop my reading / listening and speaking skills *

Mark only one oval.

1 2

True ☐ ☐ False

26. My participation in the experimental group made me feel

Mark only one oval.

- ☐ Frustrated for fear I might be behind with the information provided to the control group in a traditional manner
- ☐ Special, because I was part of an innovative learning context
- ☐ Neutral with respect to either feelings of superiority or inferiority during the language acquisition process

27. As part of the experimental group, during this semester, my motivation for learning

Mark only one oval.

- ☐ Increased
- ☐ Stagnated
- ☐ Decreased