## **Reference list / Bibliography / Works Cited**

- [1] "OpenAI, ChatGPT-4: A Conversational AI Model (Version 4)."
- [2] J. Wei *et al.*, "Chain-of-Thought Prompting Elicits Reasoning in Large Language Models Chain-of-Thought Prompting."
- [3] R. ONeill and A. Russell, "Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly," *Australasian Journal of Educational Technology*, vol. 35, no. 1, Mar. 2019, doi: 10.14742/ajet.3795.
- [4] H. Bellhäuser, C. Dignath, and M. Theobald, "Daily automated feedback enhances self-regulated learning: a longitudinal randomized field experiment," *Front Psychol*, vol. 14, May 2023, doi: 10.3389/fpsyg.2023.1125873.
- P. Hunt, Ä. Leijen, and M. van der Schaaf, "Automated Feedback Is Nice and Human Presence Makes It Better: Teachers' Perceptions of Feedback by Means of an E-Portfolio Enhanced with Learning Analytics," *Educ Sci (Basel)*, vol. 11, no. 6, p. 278, Jun. 2021, doi: 10.3390/educsci11060278.
- [6] T. Shin, Y. Razeghi, R. L. Logan, E. Wallace, and S. Singh, "AutoPrompt: Eliciting Knowledge from Language Models with Automatically Generated Prompts," Oct. 2020, [Online]. Available: <u>http://arxiv.org/abs/2010.15980</u>
- [7] D. Kreitmeir and P. A. Raschky, "Technology-Evidence from Italy's ChatGPT Ban \*," 2023.
- [8] A. Johnson, "ChatGPT In Schools: Here's Where It's Banned—And How It Could Potentially Help Students," Forbes.
- [9] E. Kasneci *et al.*, "ChatGPT for good? On opportunities and challenges of large language models for education," *Learning and Individual Differences*, vol. 103. Elsevier Ltd, Apr. 01, 2023. doi: 10.1016/j.lindif.2023.102274.
- [10] S. Sok and K. Heng, "ChatGPT for Education and Research: A Review of Benefits and Risks." [Online]. Available: <u>https://ssrn.com/abstract=4378735</u>
- [11] M. Montenegro-Rueda, J. Fernández-Cerero, J. M. Fernández-Batanero, and E. López-Meneses, "Impact of the Implementation of ChatGPT in Education: A Systematic Review," *Computers*, vol. 12, no. 8. Multidisciplinary Digital Publishing Institute (MDPI), Aug. 01, 2023. doi: 10.3390/computers12080153.

- J. Yu *et al.*, "XDAI: A Tuning-free Framework for Exploiting Pre-trained Language Models in Knowledge Grounded Dialogue Generation," in *Proceedings of the 28th ACM SIGKDD Conference on Knowledge Discovery and Data Mining*, New York, NY, USA: ACM, Aug. 2022, pp. 4422–4432. doi: 10.1145/3534678.3539135.
- [13] C.-Y. Lin, "ROUGE: A Package for Automatic Evaluation of Summaries."
- [14] D. Lau and M. Cooper-Stachowsky, "Architecture and Usage Information for a Course-Aligned, GPT-Powered Chatbot," *Proc. 2024 Can. Eng. Educ. Assoc. CEEA24 Conf.*, 2024.
- [15] Bloom's Taxonomy, Center For Teaching Excellence, 2024. Last Accessed Online: https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/blooms-tax onomy#:~:text=Bloom's%20Taxonomy%20comprises%20three%20learning,of%20 the%20Taxonomy%20are%20hierarchical.
- [16] Z.H.Kamal and M.Cooper-Stachowsky, "First Impressions on Supporting Students with a Course-Aligned, AI-powered Virtual Teaching Assistant (TA), Oliver," *Proc. 2024 Can. Eng. Educ. Assoc. CEEA24 Conf.*, 2024.