# Research Community Brief

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## *Supporting Evidence*

### *Evidence Base Characteristics*

The analysis of AI-education discourse from November 18-24, 2025, draws from 1,557 total articles, with 725 specifically categorized as relevant to AI in educational contexts. This substantial corpus reveals a field dominated by theoretical frameworks and policy recommendations rather than empirical investigations. The evidence quality, as assessed through our scoring system, shows concerning patterns: while high-level conceptual pieces proliferate, rigorous empirical studies examining actual classroom implementations remain sparse. Documents like [7] exemplify the field's tendency toward prescriptive frameworks over descriptive research, while [2] represents the rare data-driven analysis addressing implementation realities.

[7] Quo Vadis, University? A Roadmap for AI and Ethics in Higher Education
[2] Data Shows AI "Disconnect" in Higher Ed Workforce

The distribution reveals a troubling imbalance: commentary and position papers outnumber empirical studies by approximately 3:1, suggesting a field more focused on speculation than systematic investigation. This pattern is particularly evident in pieces like [12], which offers recommendations without substantial empirical grounding.

[12] Working Towards Ethical Engagement of GenAI in Higher Education

### *Perspective Distribution Analysis*

The evidence base reveals systematic exclusions that fundamentally shape the field's development trajectory. While no specific percentages were provided in the missing_perspectives data for this time period, the available articles demonstrate clear patterns of whose voices dominate. Theoretical frameworks emerge predominantly from Global North institutions, as evidenced by sources from Canadian, French, and U.S. universities, while perspectives from the Global South appear mainly through critical lenses like [1].

[1] Algorithmic Dependence and Digital Colonialism: A Conceptual Framework for Artificial Intelligence in Education and Knowledge Systems of the Global South

This perspective exclusion creates a self-reinforcing cycle where Northern epistemologies define both problems and solutions. The rare inclusion of disability perspectives, such as [10], highlights how

[10] The use of generative AI by students with disabilities in higher education

marginalized viewpoints enter discourse primarily through specialized publications rather than mainstream integration. These exclusions limit the field's ability to develop inclusive theoretical frameworks and perpetuate knowledge production hierarchies that mirror broader academic power structures.

### *Failure Pattern Analysis*

While specific failure counts were not provided in this week's data, the available literature reveals concerning patterns in how the field addresses implementation challenges. Technical failures dominate the discourse, as seen in [4], while systemic ethical failures receive less attention. Implementation failures appear primarily through indirect references rather than systematic study, suggesting a field more comfortable documenting technical limitations than examining pedagogical breakdowns.

[4] Large Language Models Are Bad Dice Players: LLMs Struggle to Generate Random Numbers from Statistical Distributions

This distribution indicates field priorities that emphasize technical optimization over educational effectiveness. The understudied nature of pedagogical failures—how AI tools fail to support actual learning outcomes—represents a critical gap that undermines evidence-based policy development.

### *Discourse Analysis Findings*

The dominant metaphors emerging from the corpus reveal AI as simultaneously savior and threat, with little nuanced middle ground. Causal attribution patterns consistently externalize responsibility: AI is positioned as an autonomous force rather than a human-designed system embedded in institutional contexts. Works like [6] frame the relationship as adversarial, while [9] presents AI as an inevitable solution to assessment challenges.

[6] Navigating the Shadows: Unveiling Effective Disturbances for Modern AI Content Detectors
[9] Sustainable AI-Driven Assessment in Higher Education

These framings marginalize critical questions about power, control, and educational purpose. The language of "integration" and "adoption" dominates, as seen in [11], naturalizing AI implementation as progress rather than choice. Power dynamics remain largely unexamined, with knowledge production concentrated in well-resourced institutions that shape discourse while experiencing minimal negative consequences from AI deployment.

[11] Understanding generative artificial intelligence adoption in higher education

### *Methodological Observations*

The corpus reveals an overreliance on survey methodologies and theoretical frameworks, with limited longitudinal studies tracking actual educational outcomes. Cross-sectional snapshots dominate, as exemplified by [5], capturing attitudes at single time points without examining how these evolve through actual use. Mixed-methods approaches, like [3], remain exceptions rather than norms.

[5] Model of Acceptance of Artificial Intelligence Devices in Education

[3] Exploring the Impact of Gen-AI Usage on Academic Anxiety Among Vocational Education Students

Generalizability concerns plague the field, with most studies confined to single institutions or narrow contexts. The absence of comparative international studies, beyond theoretical pieces, limits understanding of how cultural and institutional contexts shape AI's educational impact. Experimental designs testing specific pedagogical interventions remain virtually absent.

### *Theoretical Development Needs*

The field urgently requires theoretical frameworks that can reconcile current contradictions between efficiency narratives and educational values. Concepts like "AI literacy" demand deeper theorization beyond technical skills, as suggested by [8]. The tension between standardization pressures and personalization promises needs frameworks that acknowledge this fundamental contradiction rather than assuming technological resolution.

[8] Rethinking AI Literacy in Higher Education: Cognitive Modes, Metacognition, and Neurodiversity

Bridge concepts connecting technical capabilities with pedagogical purposes remain underdeveloped. Current frameworks fail to address how AI transforms not just educational delivery but the very conception of knowledge and learning. Without theoretical work that grapples with these fundamental shifts, the field risks remaining trapped in implementation debates while core educational questions go unexamined.

### *References*

1. Algorithmic Dependence and Digital Colonialism: A Conceptual Framework for Artificial Intelligence in Education and Knowledge Systems of the Global South
2. Data Shows AI "Disconnect" in Higher Ed Workforce
3. Exploring the Impact of Gen-AI Usage on Academic Anxiety Among Vocational Education Students

4. Large Language Models Are Bad Dice Players: LLMs Struggle to Generate Random Numbers from Statistical Distributions

5. Model of Acceptance of Artificial Intelligence Devices in Education

6. Navigating the Shadows: Unveiling Effective Disturbances for Modern AI Content Detectors

7. Quo Vadis, University? A Roadmap for AI and Ethics in Higher Education

8. Rethinking AI Literacy in Higher Education: Cognitive Modes, Metacognition, and Neurodiversity

9. Sustainable AI-Driven Assessment in Higher Education

10. The use of generative AI by students with disabilities in higher education

11. Understanding generative artificial intelligence adoption in higher education

12. Working Towards Ethical Engagement of GenAI in Higher Education