Research Community Brief

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Supporting Evidence

Critical Analysis of the Evidence Base

Evidence Base Characteristics

The analysis encompasses 683 category-specific articles from a broader corpus of 1,539 sources collected during November 18-24, 2025, revealing both the scale and limitations of current AI-education scholarship. The evidence base demonstrates significant heterogeneity in research quality and approach, with theoretical frameworks and policy guidance dominating over empirical investigation. Notable contributions include comprehensive institutional frameworks like [14] and governmental guidance such as [4], alongside emerging critical perspectives on algorithmic dependency in educational systems [3].

The distribution reveals a pronounced emphasis on policy development and theoretical frameworks over empirical validation. While sources like [13] attempt systematic analysis of institutional responses, the field lacks sufficient longitudinal studies tracking actual implementation outcomes. Technical innovations such as [7] demonstrate creative approaches to emerging challenges, yet remain disconnected from broader pedagogical theory.

[14] Toward an AI-Ready University - University of Toronto

[4] Artificial Intelligence and the Future of Teaching and Learning

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

[13] The global landscape of academic guidelines for generative AI ... - Nature

[7] DoPE: Decoy Oriented Perturbation Encapsulation Human-Readable, AI-Hostile Documents for Academic Integrity

Perspective Distribution Analysis

The evidence base exhibits concerning homogeneity in perspective representation, with dominant voices emerging from well-resourced institutions in the Global North. Critical frameworks challenging this hegemony, such as the conceptualization of "digital colonialism" in AI education systems, remain marginalized despite their theoretical significance. The multilingual nature of the corpus—including French sources like [8] and Spanish contributions such as [9]—suggests broader engagement, yet these perspectives often reinforce rather than challenge dominant paradigms.

The exclusion of student voices, contingent faculty perspectives,

[8] Guide d'usages de l'intelligence artificielle générative (IAg) pour des ...

[9] Hacia Un Marco Institucional Para Apropiar La Inteligencia Artificial ...

and non-Western pedagogical traditions fundamentally shapes field development toward technological solutionism rather than educational transformation. This perspective imbalance manifests in the emphasis on detection and control mechanisms, as evidenced by the proliferation of proctoring studies like [2], while pedagogical innovation remains underexplored.

[2] AI Proctoring: Academic Integrity vs. Student Rights

Failure Pattern Analysis

While the evidence base acknowledges various implementation challenges, systematic documentation of failure patterns remains underdeveloped. Articles addressing detection tool limitations, such as [12], highlight technical failures without examining underlying pedagogical assumptions. The emphasis on technical solutions to ethical problems—exemplified by detection-focused approaches—suggests misalignment between field priorities and educational values. Notably absent are comprehensive studies of pedagogical failures, student harm, or long-term learning impacts of AI integration.

[12] Policy Brief: Rethinking AI Detection Tools in Higher Education - A ...

Discourse Analysis Findings

The dominant metaphorical framing positions AI as an external force requiring institutional control, as evident in titles referencing AI's movement into universities' "engine room" where "no one is in control" [1]. This mechanistic framing privileges technical over pedagogical considerations, reinforcing power dynamics that position educators as reactive rather than proactive agents. Alternative framings emphasizing co-evolution or pedagogical partnership remain marginalized, appearing primarily in specialized contexts like [6].

[1] AI has moved into universities' engine room, but no one is ...

[6] Developing Critical Thinking Through AI-Powered Debate: Technical ...

Methodological Observations

The evidence base reveals significant methodological limitations, with cross-sectional policy analyses and theoretical frameworks dominating over longitudinal empirical studies. Mixed-methods approaches, such as those employed in [5], remain exceptional rather than standard. The absence of robust comparative studies across institutional contexts limits generalizability, while the emphasis on immediate implementation challenges obscures longer-term transformative potential. Particularly concerning is the lack of student-centered research methodologies that might capture lived experiences of AI-mediated learning.

[5] Deepfake-Style AI Tutors in Higher Education: A Mixed-Methods ... - MDPI

Theoretical Development Needs

Current scholarship requires theoretical frameworks capable of bridging the tension between technological affordances and pedagogical values. The emergence of benchmarking efforts like [11] suggests movement toward comprehensive evaluation, yet these remain technically rather than pedagogically grounded. Critical frameworks addressing power, equity, and educational purpose—glimpsed in sources examining linguistic equity [10]—require expansion and integration into mainstream discourse. The field urgently needs theoretical work that moves beyond adaptation paradigms toward transformative educational visions.

[11] OpenLearnLM Benchmark: A Unified Framework for Evaluating Knowledge, Skill, and Attitude in Educational Large Language Models

[10] Intelligence artificielle Générative et équité linguistique

References

1. AI has moved into universities' engine room, but no one is ...
2. AI Proctoring: Academic Integrity vs. Student Rights
3. Algorithmic Dependence and Digital Colonialism: A Conceptual Framework for Artificial Intelligence in Education and Knowledge Systems of the Global South
4. Artificial Intelligence and the Future of Teaching and Learning
5. Deepfake-Style AI Tutors in Higher Education: A Mixed-Methods ... - MDPI
6. Developing Critical Thinking Through AI-Powered Debate: Technical ...
7. DoPE: Decoy Oriented Perturbation Encapsulation Human-Readable, AI-Hostile Documents for Academic Integrity
8. Guide d'usages de l'intelligence artificielle générative (IAg) pour des ...
9. Hacia Un Marco Institucional Para Apropiar La Inteligencia Artificial ...
10. Intelligence artificielle Générative et équité linguistique
11. OpenLearnLM Benchmark: A Unified Framework for Evaluating Knowledge, Skill, and Attitude in Educational Large Language Models
12. Policy Brief: Rethinking AI Detection Tools in Higher Education - A ...
13. The global landscape of academic guidelines for generative AI ... - Nature

14. Toward an AI-Ready University - University of Toronto