Research Community Brief

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Supporting Evidence

Evidence Base Characteristics

The analysis encompasses 1,651 articles from the week of November 18-24, 2025, with 787 articles (47.7%) directly addressing AI in education. This substantial corpus reveals significant imbalances in research approaches. The evidence base demonstrates a marked preference for prescriptive guidance over empirical investigation, with practical implementation guides like [15] and [7] dominating the discourse. Theoretical frameworks remain underdeveloped, with most articles focusing on immediate classroom applications rather than foundational understanding of AI's educational impact.

[15] When to Let Students Use AI—and When to Say No

[7] Guía para el uso de IA generativa en educación e investigación

The scoring system reveals concerning quality indicators across the corpus. While accessibility considerations appear in works like [16], these represent a minority perspective. The predominance of institutional guidelines, such as [5], suggests a reactive rather than proactive research stance, with policy development outpacing empirical validation.

[16] Where AI Meets Accessibility: Considerations for Higher Education

[5] Directives sur l'Usage de l'Intelligence Artificielle dans les Universités

Perspective Distribution Analysis

The evidence reveals systematic exclusions that fundamentally shape the field's trajectory. Student voices remain notably absent from theoretical development, appearing primarily as subjects of surveillance studies like [1] rather than as contributors to understanding. This exclusion particularly impacts our understanding of how students navigate AI tools, with research like [14] representing rare exceptions that center student experiences.

[1] "Your U-Well-Being Journal is due today":On some possible intersections between surveillance and student wellbeing in the future university

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

The theoretical frameworks emerging from included perspectives demonstrate clear institutional bias. Surveillance and control paradigms dominate, as evidenced by [8] and concerns about detection in [11]. These framings position students as potential threats rather than partners in educational innovation, fundamentally limiting the field's capacity to develop student-centered approaches to AI integra-

[8] In the nexus of integrity and surveillance: Proctoring (re)considered

[11] On the Effectiveness of LLM-Specific Fine-Tuning for Detecting AI-Generated Text

tion.

Failure Pattern Analysis

Without specific failure pattern data in the evidence architecture, the corpus reveals implicit failure categories through its preoccupations. Technical failures dominate discussions, particularly around detection capabilities as explored in [6]. Ethical failures receive secondary attention, while pedagogical failures—instances where AI integration diminishes learning outcomes—remain largely unexamined. This distribution suggests field priorities favor technological solutions over educational effectiveness.

[6] El problema de los detectores de IA en la universidad: Una guía

Discourse Analysis Findings

The dominant metaphors position AI alternately as threat and tool, rarely as collaborator or co-constructor of knowledge. Articles like [9] exemplify this binary framing. Power dynamics emerge clearly in works addressing surveillance, with [10] highlighting institutional control mechanisms. The marginalization of constructivist approaches, despite datasets like [3], reveals how institutional framings dominate over pedagogical considerations.

[9] L'IA, superintelligence : ange ou démon ?

[10] La AEPD sanciona el tratamiento de datos biométricos con IA

[3] ConvoLearn: A Dataset of Constructivist Tutor-Student Dialogue

Methodological Observations

The evidence base demonstrates heavy reliance on position papers and institutional reports, with limited empirical studies employing rigorous methodologies. Cross-sectional snapshots predominate, offering little insight into AI's longitudinal impact on learning trajectories. The [4] represents a rare attempt at systematic data collection. Most studies lack control groups or comparative designs, limiting generalizability. The absence of mixed-methods approaches particularly constrains understanding of student experiences beyond quantifiable metrics.

[4] Dataset of GenAI-Assisted Information Problem Solving in Education

Theoretical Development Needs

Critical theoretical gaps emerge around student agency, as evidenced by [13]. The field requires frameworks that reconcile surveillance imperatives with pedagogical goals, moving beyond the restrictive framings in [2]. Concepts like "AI literacy" need expansion beyond technical competence to include critical evaluation skills. The tension between standardization efforts like [12] and personalized learning requires theoretical frameworks that can accommodate both imperatives without sacrificing educational quality.

[13] The Transparency Paradox in Explainable AI: A Theory of Autonomy Depletion Through Cognitive Load

[2] Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol

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

References

1. "Your U-Well-Being Journal is due today":On some possible intersections between surveillance and student wellbeing in the future university
2. Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol
3. ConvoLearn: A Dataset of Constructivist Tutor-Student Dialogue
4. Dataset of GenAI-Assisted Information Problem Solving in Education
5. Directives sur l'Usage de l'Intelligence Artificielle dans les Universités
6. El problema de los detectores de IA en la universidad: Una guía
7. Guía para el uso de IA generativa en educación e investigación
8. In the nexus of integrity and surveillance: Proctoring (re)considered
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10. La AEPD sanciona el tratamiento de datos biométricos con IA
11. On the Effectiveness of LLM-Specific Fine-Tuning for Detecting AI-Generated Text
12. OpenLearnLM Benchmark: A Unified Framework for Evaluating Knowledge, Skill, and Attitude in Educational Large Language Models
13. The Transparency Paradox in Explainable AI: A Theory of Autonomy Depletion Through Cognitive Load
14. The use of generative AI by students with disabilities in higher education
15. When to Let Students Use AI—and When to Say No
16. Where AI Meets Accessibility: Considerations for Higher Education