Student Perspective Brief

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Supporting Evidence

What We Analyzed

We examined 1,937 articles about AI in education from the week of November 18-24, 2025, with 1,020 specifically focused on educational contexts. This represents a snapshot of current academic and policy discourse—not complete knowledge, but a synthesis of what researchers, institutions, and policymakers are discussing right now. The evidence reveals significant gaps between what's being studied and what students actually need to know.

Who's Speaking, Who's Not

The most striking finding is whose voices dominate this conversation—and whose are nearly absent. Students make up only 3.76% of the discourse about AI in education, while parent perspectives represent just 0.29%. This means the vast majority of research and policy decisions about how AI should be used in your education is being made without meaningful input from you or your families.

The dominant voices come from university administrators implementing AI policies, such as [8], and researchers studying AI's potential, like the [9]. This shapes what gets studied: institutional concerns about academic integrity, faculty worries about assessment, and administrative priorities around implementation—not necessarily what matters most to your learning experience.

[8] trustees approve 'AI working competency' graduation ...

[9] UCalgary's Yani Ioannou to lead Canada-France AI ...

What's Actually Being Debated

The research reveals no clear consensus on fundamental questions. While some studies claim [2], others highlight significant risks, including how easily AI systems can be manipulated, as shown in [6]. These aren't settled debates—educators and researchers are still figuring out basic questions about AI's role in learning. You're navigating this

[2] AI tutoring outperforms in-class active learning: an RCT ... - Nature

[6] How to Trick Your AI TA: A Systematic Study of Academic Jailbreaking in LLM Code Evaluation

landscape without a clear map because, honestly, no one has created one yet.

Where Implementations Are Failing

The evidence documents consistent failure patterns across AI education implementations. Ethical concerns dominate the documented issues, with studies like [1] revealing tensions between surveillance and student autonomy. Research also shows significant gaps in evaluation methods, as highlighted in [4]. What's being prioritized—control, detection, institutional protection—often conflicts with what might actually support learning and development.

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

[4] Challenges of Evaluating LLM Safety for User Welfare

What This Means for You

The research gaps translate directly into uncertainties about your education. While studies examine how students interact with AI tools, such as [3], there's limited evidence about long-term impacts on skill development. We don't know whether using AI for writing helps or hinders your ability to communicate effectively later. We don't know if AI-assisted learning prepares you better or worse for future challenges.

[3] Analysing Nontraditional Students' ChatGPT Interaction, Engagement, Self-Efficacy and Performance: A Mixed-Methods Approach

What we do see is that students with disabilities may benefit from AI tools, as noted in [7], but even this research is preliminary. The honest truth is that you're part of an unplanned experiment. The tools exist, policies are being made, but rigorous evidence about outcomes remains scarce. Some frameworks are emerging, like [5], but they're largely theoretical rather than tested in practice.

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

[5] EVIDENCE ARCHITECTURE: a five-tiered framework to generative AI in K-12 education

The secondary tension emerging from our analysis is that while institutions rush to implement AI policies and restrictions, they're doing so without substantial evidence about what actually serves student learning and development. You have legitimate educational interests that the current research doesn't center—and that's a problem worth acknowledging.

References

1. AI Proctoring: Academic Integrity vs. Student Rights
2. AI tutoring outperforms in-class active learning: an RCT ... - Nature

3. Analysing Nontraditional Students' ChatGPT Interaction, Engagement, Self-Efficacy and Performance: A Mixed-Methods Approach

4. Challenges of Evaluating LLM Safety for User Welfare

5. EVIDENCE ARCHITECTURE: a five-tiered framework to generative AI in K-12 education

6. How to Trick Your AI TA: A Systematic Study of Academic Jailbreaking in LLM Code Evaluation

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

8. trustees approve 'AI working competency' graduation ...

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