Student Perspective Brief

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Supporting Evidence

What We Analyzed

This synthesis draws from 683 articles about AI in education published during the week of November 18-24, 2025—representing 44% of all educational discourse that week. This isn't comprehensive knowledge about AI in education; it's a snapshot of what researchers, administrators, and technologists are currently discussing. The conversation is evolving rapidly, and what we present here reflects the current state of documented evidence, not settled truth.

Who's Speaking, Who's Not

The most striking finding is whose voices dominate this discourse—and whose are nearly absent. Students, who are most directly affected by AI policies and implementations, represent only 3.76% of the published perspectives. Parents account for just 0.29%. This means the vast majority of research and policy discussions about AI in education exclude the primary stakeholders: you and your families.

The dominant voices come from institutional perspectives—administrators crafting policies like [3] and researchers developing frameworks such as [7]. This shapes what gets studied and how problems are defined. When students comprise less than 4% of the conversation, concerns about surveillance, authentic learning, and skill development may be overshadowed by institutional priorities around control and compliance.

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

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

What's Actually Being Debated

The research reveals fundamental unresolved tensions. Detection versus pedagogy emerges as a central conflict, with some advocating for AI detection tools while others argue for [10]. There's no consensus on whether AI should be embraced as a learning tool or policed as a threat to academic integrity. Articles like [8] and [5] illustrate this

[10] Évaluer à l'ère de l'IA : traçabilité plutôt que détection

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

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

ongoing debate.

Adults—educators, administrators, researchers—are still figuring this out. You're navigating an educational landscape without clear guidelines because those in charge don't have them either. The existence of multiple competing frameworks, from [6] to various institutional approaches, shows there's no agreed-upon path forward.

[6] Lineamientos para el uso de inteligencia artificial generativa

Where Implementations Are Failing

The evidence documents significant implementation failures, with ethical concerns dominating the discourse. Privacy violations, bias in AI systems, and questions about [1] appear repeatedly. Technical limitations persist alongside these ethical challenges, as seen in research like [4], which explores ways to circumvent AI detection.

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

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

This pattern suggests institutions are prioritizing surveillance and control over pedagogical innovation. The focus on detection and prevention overshadows questions about how AI might enhance learning or develop critical thinking skills.

What This Means for You

The research gaps translate directly into uncertainties about your education. While frameworks like [2] explore potential benefits, there's limited evidence about long-term impacts on skill development. We don't know whether students who use AI tools develop different competencies than those who don't, or how AI assistance affects deep learning and retention.

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

The absence of student voices in this research means your legitimate concerns—about privacy, authentic assessment, skill development, and preparation for an AI-integrated workforce—remain largely unaddressed. Articles like [9] map institutional responses but rarely consider student perspectives on these policies.

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

What's clear is that you're participating in a massive, uncontrolled experiment. The honest truth is that educators and researchers don't yet understand the full implications of AI in education. Your experiences navigating these tools, policies, and uncertainties represent crucial data that's currently missing from the discourse.

References

1. AI Proctoring: Academic Integrity vs. Student Rights

2. Developing Critical Thinking Through AI-Powered Debate: Techni-

cal ...

3. Directives sur l'Usage de l'Intelligence Artificielle dans les Universités

4. DoPE: Decoy Oriented Perturbation Encapsulation Human-Readable, AI-Hostile Documents for Academic Integrity

5. El problema de los detectores de IA en la universidad: Una guía ...

6. Lineamientos para el uso de inteligencia artificial generativa

7. OpenLearnLM Benchmark: A Unified Framework for Evaluating Knowledge, Skill, and Attitude in Educational Large Language Models

8. Policy Brief: Rethinking AI Detection Tools in Higher Education - A ...

9. The global landscape of academic guidelines for generative AI ... - Nature

10. Évaluer à l'ère de l'IA : traçabilité plutôt que détection