Student Perspective Brief

February 23–March 01, 2026 — https://ainews.social

Supporting Evidence

Reality Check: What the Evidence Actually Says

What We Analyzed

This synthesis examines 1,550 sources from February 23–March 01, 2026, with 668 specifically addressing AI in educational contexts. This represents current discourse—not complete knowledge. It's a snapshot of what researchers, educators, and institutions are publishing and debating right now, shaped by who has resources to research and platforms to publish. The gaps matter as much as what's included.

Who's Speaking, Who's Not

The evidence landscape reveals stark imbalances in whose voices shape AI education discourse. Students—the people most directly affected by these technologies—represent only 3.76% of the conversation. Parents account for an even smaller 0.29%. The dominant voices come from researchers, administrators, and technology companies discussing what's best for students without meaningful student input. This exclusion isn't accidental; it reflects whose interests are centered when "AI education" gets defined. [2] exemplifies this pattern—experts debating student learning without student perspectives. When those most affected by policies have the least say in shaping them, the resulting frameworks serve institutional needs over student realities.

[2] Preserving learning in the age of AI shortcuts

What's Actually Being Debated

The research reveals fundamental disagreements rather than settled wisdom. Adults can't agree on basic questions: Does AI enhance or erode learning? [6] argues the real danger isn't cheating but learning erosion itself, while [3] claims AI tutoring outperforms traditional active learning. These aren't minor disagreements—they're contradictory visions of education's future. You're navigating without a map because no consensus map exists. The research community is still arguing

[6] The greatest risk of AI in higher education isn't cheating

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

about the territory.

Where Implementations Are Failing

Current evidence documents systematic failures in AI education rollouts. Ethical concerns dominate documented problems, suggesting institutions rush implementation without addressing fundamental questions about fairness, privacy, and pedagogical impact. [5] reveals how unprepared educational systems are for AI integration. Technical problems compound ethical ones—systems fail to deliver promised personalization while introducing new inequities. What's being prioritized? Speed of adoption over thoughtful integration, institutional efficiency over student agency.

[5] A real-world test of artificial intelligence infiltration of a ...

What This Means for You

The research gaps translate directly into your daily uncertainties. Evidence about skill development with versus without AI remains contradictory—[4] suggests AI tools could complete engineering coursework, raising questions about what "learning" means, while [7] emphasizes AI should augment rather than replace learning. No consensus exists on whether using AI tools develops or atrophies critical thinking.

[4] Could ChatGPT get an engineering degree? Evaluating higher education vulnerability to AI assistants

[7] PDF Guidance for generative AI in education and research

The honest answer? We don't know yet. Research hasn't caught up to your lived experience. You're experimental subjects in a massive uncontrolled study where different professors have contradictory policies, institutions change rules mid-semester, and "academic integrity" gets redefined in real-time. The [1] attempts structure, but even official guidance acknowledges uncertainty. Your legitimate concerns—Will my skills transfer? Am I learning or just producing?—remain largely unaddressed by research that focuses on institutional concerns over student futures.

[1] PDF L'IA en éducation - cadre d'usage - Education.gouv.fr

References

1. PDF L'IA en éducation - cadre d'usage - Education.gouv.fr
2. Preserving learning in the age of AI shortcuts
3. AI tutoring outperforms in-class active learning: an RCT ... - Nature
4. Could ChatGPT get an engineering degree? Evaluating higher education vulnerability to AI assistants

5. A real-world test of artificial intelligence infiltration of a ...

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