UNIVERSITY OF LONDON | CENTRE FOR ONLINE & DISTANCE EDUCATION

AI in Learning student survey results

A report on a survey of University of London student attitudes towards, and uses of, Generative AI tools in their studies.

May 2025

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Introduction

This survey was conducted as part of a project funded by the Centre for Online and Distance Education (CODE) 'Developing the integration of generative Artificial Intelligence into learning, teaching and assessment strategies'.

This report was compiled by CODE fellow Stephen Brown, with contributions from CODE student fellow Narmeen Zain.

Aims

The student survey aimed to explore University of London (UoL) student attitudes to Generative AI (Gen AI) and how students use AI in their studies.

Methods

The survey comprised a short (10 minute) online questionnaire of mostly multiple choice questions. (See appendix A for the full set of questions.) The questionnaire was based initially on the Harvard 2023 survey of students and subsequently developed and refined in consultation with project team members and with senior managers within UoL.

The survey sample size was 140 students, comprising the Student Voice Group, CODE Student Fellows and applicants, and Programme reps (this is a small pilot with some student representatives for some programmes). The survey was live for 20 days (25 March-13 April 2025) and two reminders were sent to encourage participation. No material incentives were offered for completing the survey. All responses were anonymous and no personal data were collected.

Results

The response rate was 18.6% (26 respondents). No-one reported problems with completing the survey. Although one respondent commented:

I would have appreciated some more text boxes to explain some of the issues related to University vs Programme specific policies.

Throughout late 2024 and early 2025 there were university-wide concerns about poor survey response rates thought to be due to survey fatigue. Consequently, this survey deliberately eschewed free text responses in order to make it quick and easy to complete. However the final question offered respondents an opportunity to join follow-up focus group discussions to explore responses in more depth. Eight respondents (just under a third) volunteered to be involved this way.

Respondent characteristics

One third of respondents reported studying STEM subjects (Computing and Accountancy) and the remaining two thirds a variety of Social Science subjects.

STEM		**SS**	
Computing	7	Law	8
Accountancy	2	Business studies	3
		Public health	2
		Education	2
		Economics	1
		Politics	1
Subtotal	**9**	**Subtotal**	**17**

Approximately a quarter (6) were studying with a UoL Recognised Teaching Centre, while the remainder (20) were studying entirely independently.

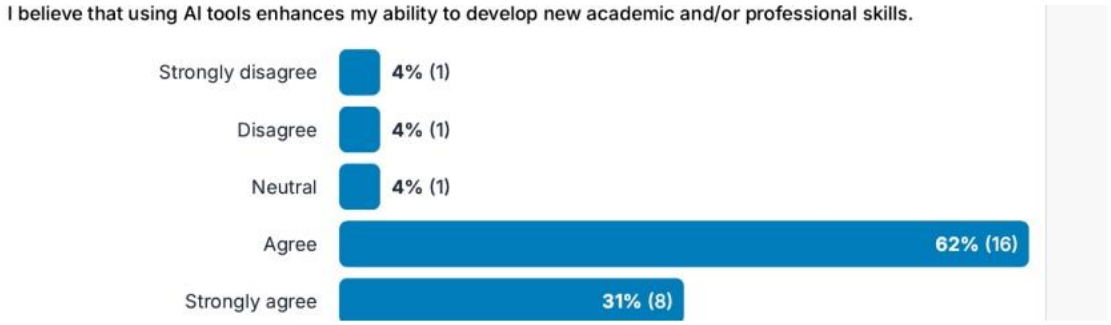
What respondents think……

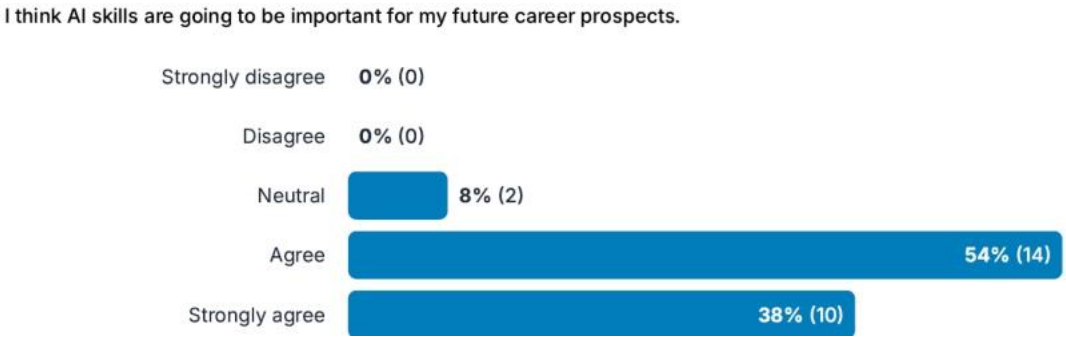
….about the value of Gen AI

GenAI is already part of the workplace, and it is part of all industries already.

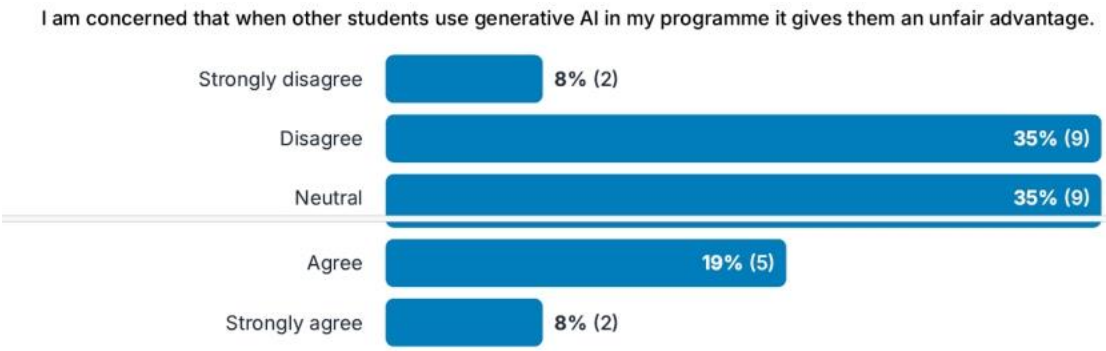
embrace it in education.

Almost all the respondents appear to be strongly motivated to use Gen AI tools to help them with their studies and careers.

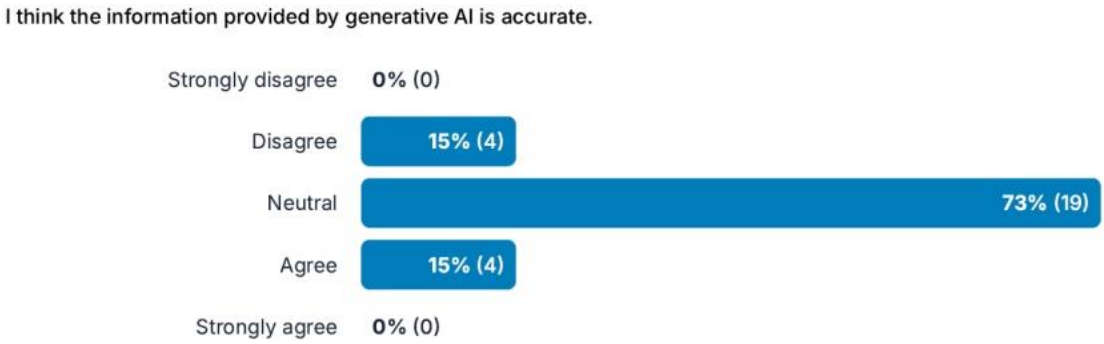




Some of that motivation may be driven by concerns that if they do not use such tools then they will be at a disadvantage when other students do.



However, despite apparently high levels of motivation to use Gen AI, only a small minority of respondents were confident that the products of GenAI are accurate while the majority were undecided or uncertain.



Free text responses highlighted a range of concerns about Gen AI.:

…about the capabilities of Gen AI

AI excels at structured tasks—like math drills or language practice—but struggles with fostering creativity, critical thinking, or emotional support, which are vital for holistic education. Human tutors bring empathy, adaptability to nuanced student needs, and the ability to inspire, which AI can't replicate. For instance, a student grappling with anxiety or complex ethical questions needs a human's judgment, not just data-driven feedback.

AI tutors might make degrees "cheaper" in a narrow sense, but cheapness doesn't equal value. A degree's worth lies in its ability to prepare graduates for life, not just a diploma mill powered by bots.

Lack of defence against incorrect judgments made by AI used in assessment

i have seen numerous tiktoks of students sharing how they write their assignment on their own but the turnitin comes out as "AI generated". one tiktok i saw was a girl sharing how her teacher had returned her whole assignment as it came back as AI generated. so, to prove her point that she wrote it on her own, she first wrote an essay on a paper with a pencil, about her life and then when she checked, that text came out as AI generated as well. i think this is where things are concerning. i do hope uol has a plan on how to accommodate students with issues as such.

Long-term effect on learners' own critical thinking and learning skills

I think that generative AI can be a tool for good but when a person becomes overly reliant on it, then it will destroy that person's critical thinking skills and may undermine some of that person's fundamental learning.

*The only thing that is bothering me is the **l**ack of checking if what the AI produces is true and backed by the material. I think that that should be stressed more. Nonetheless, I also see that AI does not replace critical thinking (on the spot) and applying and relating all the readings we are doing.*

***i**t's taking too much of our life aspect, e.g. ways of thinking, creativity, etc.*

Long term effects on the quality of educational provision

There's also the risk of AI reinforcing biases or providing incorrect information if not carefully designed, which could undermine learning quality.

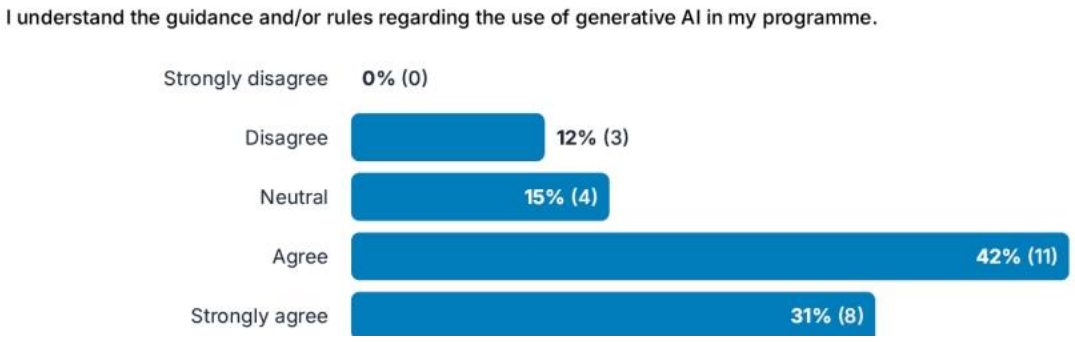
Over-reliance on AI might lead to a "one-size-fits-all" approach, digitizing rote learning rather than nurturing diverse thinkers.

Lack of transparency and trust in universities

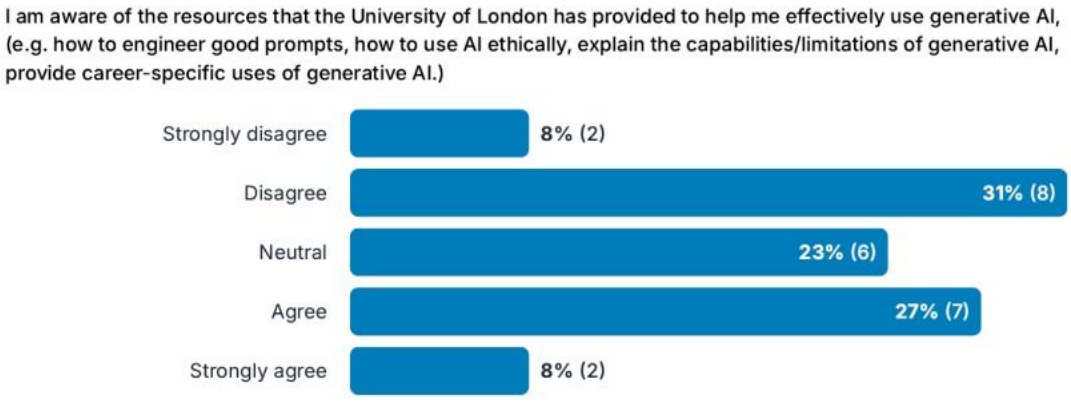
Plus, the upfront costs of developing robust AI systems can be steep, and savings might not always trickle down to students—universities could pocket the difference instead.

….about UoL's guidance on Gen AI

A clear majority of respondents say that the rules on how to use Gen AI in their programmes are clear.

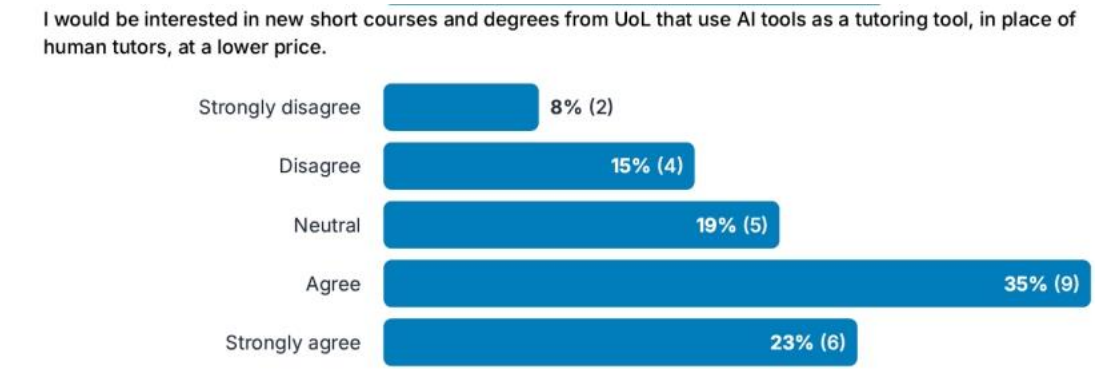


But a much smaller proportion are aware of the resources offered by UoL to help them use Gen AI effectively and over a third say they are unaware of such resources.

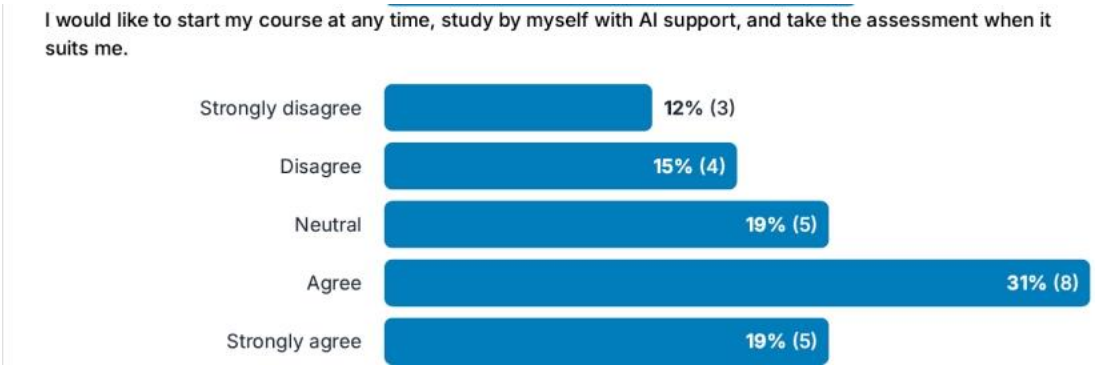


….about what they would like the university to offer in future

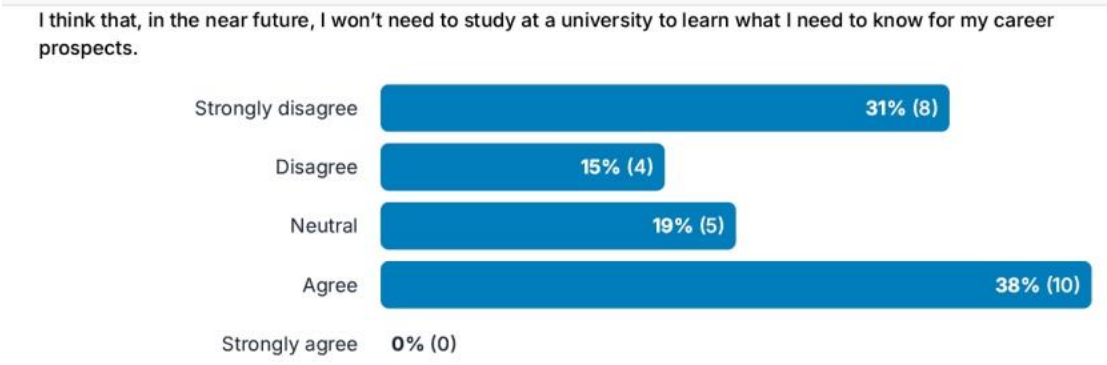
There was a mixed response to the idea of offering courses that replace human tutors with AI tools but at a lower price. While more than half of respondents supported the idea, nearly a quarter of respondents disagreed with it.



There was a similar divergence in attitudes towards using AI to facilitate greater flexibility with regards to programme schedules.



On the other hand, a significant minority (over a third) agreed with the idea that AI might replace the need to study at university in the near future.

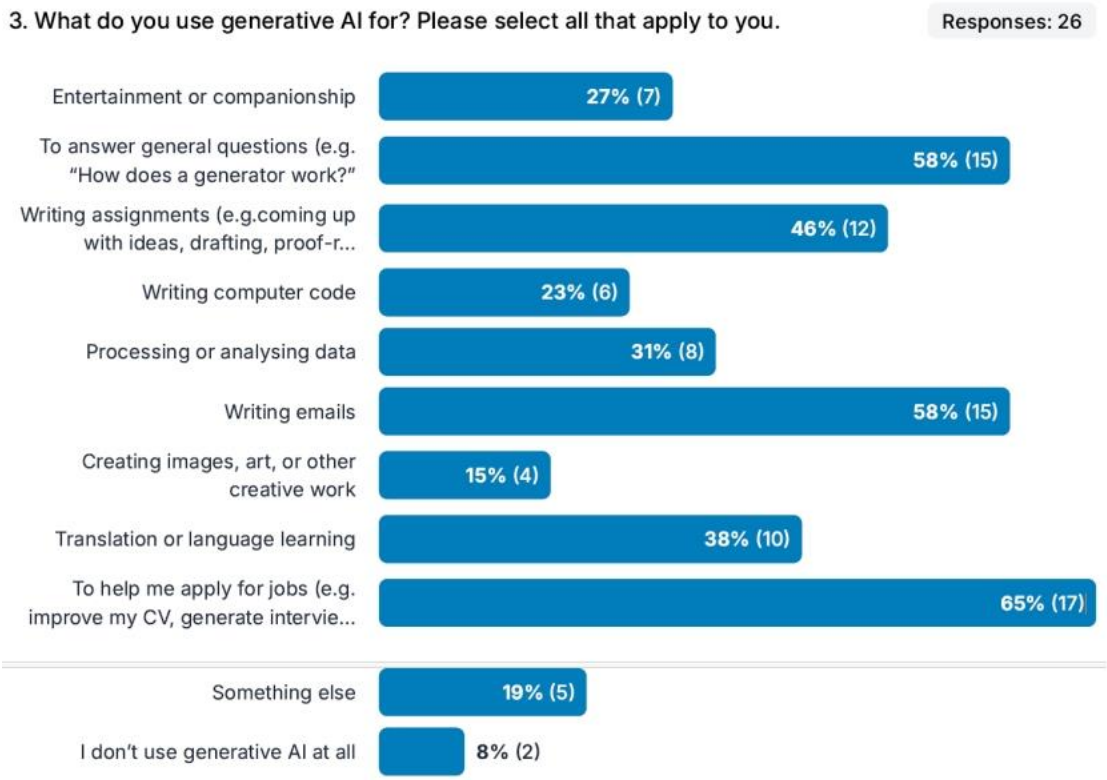


What respondents use Gen AI for

The responses indicate widespread use of Gen AI tools , summed up by the comment

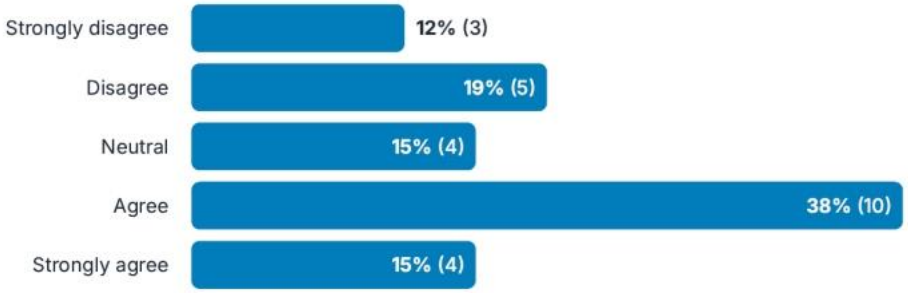
If I look at everyone around me at my teaching centre, we are all using generative AI to summarise texts, rephrase our own words and reorganise notes, as it is very convient (sic) and time-saving.

Respondents reported using Gen AI for a range of activities. Only 2 said they do not use it at all. The most commonly reported single use of Gen AI was for career assistance (eg. Job applications, CV writing, interview preparation), closely followed by answering general questions; writing emails; and writing assignments, in that order.

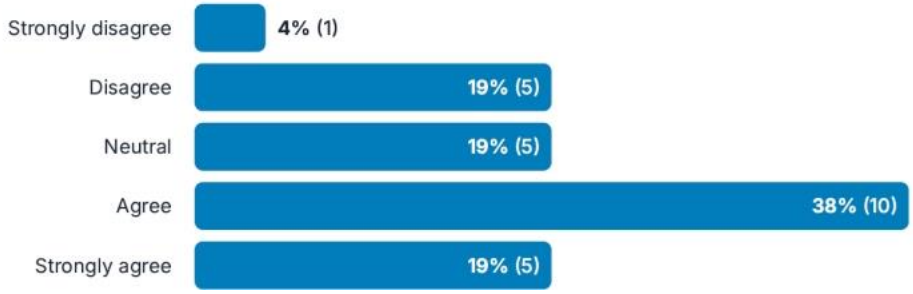


It is notable that more than half the respondents said they used Gen AI tools as a substitute for reading course materials in full and instead of interacting with their tutors and peers.

I use generative AI to summarise learning materials/required reading as it is quicker than reading in full.



I use interacting with AI as a supplement and/or substitute for discussion with my fellow students and/or my tutors.



These aspects are elaborated in the free responses to the question about other uses of Gen AI. Here a number of respondents described how they use Gen AI to summarise study material and a variety of ways in which Gen AI tools substitute for tutorials. Some examples were:

I mainly use it to generate "tutorials" for disciplines I want to learn more about that aren't covered by my studies.

It supplements my learnings and helps me distill my thoughts.

I use it to explain documentation of code or when self learning new concepts, during exploration phase, I ask it to explain code segments which I might have misunderstood.

I use AI to generate examples of some concept or explain step by step each algorithms.

[I] Use LLM's to provide me the feedback I need to ensure my writing quality is good enough to pass an assessment (to hopefully make up for the lack of feedback in the course).

[I use Gen AI to] Review my own writing and check spelling and grammar mistakes.

In addition to summarising texts and substituting for peer/tutor interaction, other uses for gen AI mentioned by respondents include creativity (music generation) and automating routine/repetitive tasks such as report writing, creating meeting agendas and taking minutes of meetings.

*I current use generative AI to **supplement** my work and make it more efficient - to automate repetitive tasks, however I am always conscious to proofread and verify the content generated.*

What respondents think……

….about future university use of GenAI

Several respondents offered suggestions for improvements in the ways in which UoL uses GenAI.

Greater clarity and consistency of rules

Despite a clear majority of respondents saying that the rules on how to use Gen AI in their programmes are clear, there were suggestions for yet greater clarity and consistency.

For policies, the university should draft clear guidelines defining acceptable uses of generative AI, like brainstorming or editing, while prohibiting submitting AI-generated work as original without attribution. Academic integrity rules need updates to cover AI outputs, with consequences for misuse, and institutions must ensure all students have equitable access to approved tools to avoid disparities.

I find the university's policy on AI conflicting. On the one hand, there are all these resources for how to use AI ethically, how to craft prompts, and so on. On the other hand, there are

extremely strict programme regulations insisting we cannot use it in any way, shape or form at all. This sends out a very confusing message. In addition, in software engineering,I believe that not being able to integrate AI at all into our workflow, and thus not learn how to use it responsibly and ethically, means that we won't be prepared for the skills that are mandatory in the workplace. The ban on not being able to use it at all means that we won't learn the need for skills like actually following up references and suggestions made by AI in the formal technical documentation for some software. These skills, such as verifying AI outputs and being able to know what kinds of things should be trusted, or what biases one should be aware of, is required to work faster in this industry nowadays, especially as software development has been influenced by AI even more than other domains. It is becoming increasingly difficult where learning how to use AI such as Copilot as a collaborative tool won't be required for most of our jobs. Therefore, in my opinion, this is something that the degree needs to incorporate to remain timely and flexible regarding real world demands.

More flexibility regarding rules

I think the rules for using generative AI in our degrees should be changed to explicitly permit the use of AI for brainstorming, generating ideas, and inspiration - e.g. suggestions for overall ideas we might not have thought of. It should just be discouraged for actually writing your essay or a whole program / every line of code. As most of us have invigilated exams on Inspera or in-person any way, I think the exams should be sufficient for checking if we actually understand our work and haven't just copied and pasted everything from an AI system. Otherwise,there will always be certain people who use AI and get higher grades for the "originality" section of their work,while the rest of us stick to the provided templates and get zero points for this section.

Better protection for students

There should be a plan or strategy on how to deal with cases where students write things on their own but the text is flagged as AI generated. there should be a pre-cautionary document, in which we get instructions on how to prove that we wrote our answers on our own.

Privacy laws like FERPA should guide tool selection to protect student data, and a task force of faculty, students, and IT can create these policies**,** reviewing them annually as AI evolves.

More explicit use training for students

To educate students, the university can weave AI literacy into courses or offer workshops teaching how to craft effective prompts, evaluate AI outputs for accuracy, and avoid over-reliance.

Universities should consider teaching how to utilise or how AI is being used in relevant industries to the degree being studied.

Emphasizing ethical use and critical thinking is key, and a resource hub with guides on the school's platform can support learning.

Widening access

For disability accommodations, AI tools can personalize support, such as recommending exam time extensions based on student needs, providing text-to-speech for visually impaired students, or offering real-time captioning for those who are deaf. AI can also streamline documentation for accommodation plans, but tools must meet accessibility standards like WCAG 2.1. Staff should be trained to use these tools effectively, and a pilot program with the disability services team can test their impact.

AI tutors could support accessibility—like offering real-time captioning or adaptive pacing—at lower costs than hiring specialists for every student. But human staff are often better at navigating the emotional and logistical nuances of accommodations, like advocating for time extensions or interpreting vague medical documentation. More staff dedicated to these roles could ensure equitable education in ways AI might miss. In an AI-driven world, the best path likely blends both: use AI to cut costs where it excels (e.g., repetitive tasks, broad access) and invest in more human staff to deliver depth, equity, and inspiration.

Increasing staffing, especially for underserved communities, could also address equity gaps that AI alone might not fix—students in low-income areas often need human advocates to navigate systemic barriers. The staffing angle also ties to economic realities. An AI-driven world might automate routine jobs, increasing demand for educators who can teach higher-order skills. Investing in more human staff now could build a workforce ready for those shifts, whereas leaning too heavily on AI tutors risks creating a bare-bones education system that churns out credentials without depth. Studies, like one from Harvard in 2023, show AI tutoring can double learning gains in specific contexts, but only when paired with pedagogical oversight—humans still guide the process. A tool like Tutor CoPilot, which assists

human tutors rather than replacing them, improved student math proficiency by up to 9% for less-experienced tutors, showing AI's strength as a support,not a substitute.

Reshaping teaching staff roles

More staff—trained to use AI effectively—could focus on what humans do best: mentoring, facilitating discussions, and addressing individual challenges. For example, AI could handle repetitive tasks like grading or initial content delivery, freeing teachers to offer small-group seminars or one-on-one guidance. This hybrid model could enhance learning outcomes without sacrificing the human touch. In an AI-driven world, where skills like adaptability and emotional intelligence are increasingly valued, educators are crucial for preparing students beyond what algorithms can teach.

a university could deploy AI for introductory courses and hire more advisors to guide upper-level students through capstone projects. This balances affordability with quality.

Increasing staffing, especially for underserved communities, could also address equity gaps that AI alone might not fix—students in low-income areas often need human advocates to navigate systemic barriers. The staffing angle also ties to economic realities. An AI-driven world might automate routine jobs, increasing demand for educators who can teach higher-order skills. Investing in more human staff now could build a workforce ready for those shifts, whereas leaning too heavily on AI tutors risks creating a bare-bones education system that churns out credentials without depth. Studies, like one from Harvard in 2023, show AI tutoring can double learning gains in specific contexts, but only when paired with pedagogical oversight—humans still guide the process. A tool like Tutor CoPilot, which assists human tutors rather than replacing them, improved student math proficiency by up to 9% for less-experienced tutors, showing AI's strength as a support, not a substitute.

Discussion

The survey response rate of 18.6% is not unusually low for surveys of this kind and target demographic. Nevertheless, with such a small original sample (140) the resulting number of respondents is very small (26). Again, this is not unusual in the field of educational research. However, this, combined with the non-randomised nature of the sample (the Student Voice Group, CODE Student Fellows and applicants, and Programme reps) means that the findings cannot be assumed to be representative of the UoL student population as a whole. With that in mind, the findings reported here should be regarded at best as indicators of possible

student attitudes and behaviours that need to be checked against more rigorous data. Having said that, there are clear similarities between some of the findings of this study and other recent studies, for example regarding high levels of engagement with GenAI tools and many of the concerns expressed about its limitations and the ways in which it might be used. This helps to build some confidence that the reported attitudes and behaviours are at least worthy of consideration, even if they may not present the full and absolute truth of the current situation.

The responses reported here suggest a number of important themes:

Ambivalent student attitudes towards GenAI

While most respondents use GenAI tools, not all regard them completely positively. Concerns about how using GenAI tools can have a negative effect on the quality of their learning and on their development of skills need to be considered to ensure use of GenAI tools is seen to be transparent, fair, relevant and advantageous by students.

Limited understanding of GenAI capabilities

While some respondents are aware that the products of GenAI may not be wholly accurate, the majority are uncertain about this. Yet rather than err on the side of caution in their use of GenAI, almost all report using it. There is a need to consider how to ensure students receive necessary instruction in how to test and understand the limits of Gen AI and how to use it appropriately.

Motivations for using GenAI

Many respondents cited ways in which GenAI tools helped them to enhance their work and skills, indicating that intrinsic motivation to use Gen AI is high. Additionally, fear of being disadvantaged by not joining in with the use of GenAI appears to be a significant extrinsic motivating factor. The interplay of intrinsic and extrinsic motivations needs to be taken into account in the design of programmes, including assessments.

Substitution of GenAI for core skills

Responses indicate a tendency to use Gen AI for activities such as summarising readings, writing up notes, creating agendas. While these are seen as efficiency gains, some respondents have expressed concerns that reliance on Gen AI tools for routine tasks runs

the risk of not adequately developing and enhancing basic core study skills. An analogy might be relying on electronic calculators without having fully internalised basic computational skills. Programmes that explicitly embed, rehearse and provide opportunities to test mastery of core skills would address this issue.

Substitution of GenAI for peer and tutor interactions

Respondents indicate a clear willingness to use Gen AI as a substitute for peer and tutor interactions. While there are obvious advantages both to students (e.g. faster, individualised and more timely responses) and to institutions (e.g. lower costs), some respondents noted that:

[Gen AI is a] Very valuable tool and useful for eg formative feedback, and welcome increased use in this context, however this should not replace expert feedback and interaction.

A student grappling with anxiety or complex ethical questions needs a human's judgment, not just data-driven feedback.

And:

Human staff are often better at navigating the emotional and logistical nuances of [student support], like advocating for time extensions or interpreting vague medical documentation.

Increasing reliance on AI tools as a substitute for human interaction may lead to degraded perceptions of the value of formal university study, especially if students suspect that:

savings might not always trickle down to students—universities could pocket the difference instead.

For this reason, suggestions such as using AI for introductory courses and concentrating the use of human advisors on guiding upper-level students through capstone projects need to be treated with caution. It may be more appropriate to provide introductory level students with more intense human interaction and support, not less, while simultaneously developing the abilities of upper-level students to operate more autonomously, with the assistance of Gen AI tools.

Recommendations

In the light of these themes, the following discussion topics are suggested for consideration by programme teams.

Realigning teaching and assessment with student practices

Understanding how students use as a substitute for core academic practices (generating tutorials, explaining concepts) creates some potential to realign teaching and assessment methods by thinking about how to embed these ways of working into learning activities and assessments. Such an approach might be helpful for students to learn without eroding core skills like critical thinking, deep reading and reflection. Developing such skills early on would prepare upper-level students to operate more autonomously with the assistance of Gen AI tools.

Embedded training and support

While most students use generative AI, they are seemingly more divided on how accurate they perceive generative AI to be and have limited understanding of their capabilities. This suggests that students could greatly benefit from increased use of institutional AI literacy resources.

Several such resources have already been developed but awareness and use of them of them could be enhanced. Programme teams could consider how to embed training on effective and appropriate use of Gen AI for learning and career development within programmes rather than as separate add-ons. Embedding may help to address limited awareness of resources that UoL has already provided to help students use AI effectively.

Industry relevant uses

The strong perception that GenAI will be necessary for future careers suggests that learners would benefit from contextualised use of Gen AI for specific domains and programmes, using examples and best practice from relevant employment contexts.

Transparency of AI detection processes

The anxiety around assessment detection tools suggests that, in addition to clear regulations and guidelines, there may be a need for more transparent AI detection use and appeal processes.

Widening the offer

While there was a mixed response to the idea of offering lower-cost courses that replace human tutors with AI tools, and similarly towards using AI to facilitate greater flexibility with regards to programme schedules, nevertheless around a quarter of respondents responded positively to these ideas. This suggests there is some scope to implement generative AI tutors or other systems either online or in approved teaching centres. However, careful consideration needs to be given to introduce such systems without undermining or displacing the development of core academic skills. (See 'Realigning teaching and assessment with student practices' above.

Gen AI could also be deployed to enable accommodation of a greater variety of student expectations and needs. This idea was echoed in the suggestion that GenAI could help to enhance accessibility to programmes for students with disabilities.

Joint staff/student panels

Consider the benefits of establishing joint staff/student panels to review programme policies, strategies rules and guidelines with respect to use of Gen AI in learning ad assessment. Such panels could additionally contribute to effective dissemination, implementation and feedback on decisions taken. Closer involvement of students in decision making could help to address concerns about misalignment of teaching and assessment practices, career relevance and transparency and fairness of AI detection processes.

Appendix A: The survey questions

AI in Learning Student Survey

This survey is designed to help the University of London to understand better how students are using generative AI such as CoPilot, ChatGPT, Dall-e, Claude, Gemini, Perplexity AI, Midjourney, etc., and what your attitudes are towards generative AI. Your feedback will be used to inform future programme design and policy decisions.

No personal data is being collected via this survey and all your responses will be anonymous unless you volunteer your name at the end of the survey.

1. What is **your current programme**? If you are studying more than one, please complete this survey again for each course that you are studying.

- *Free text response*

2. Are you studying **this programme** at a University of London Recognized Teaching Centre?

- *Yes; No*

3. What do you use generative AI for? Please select all that apply to you.

– *Entertainment or companionship; To answer general questions ("How does a generator work?"); Writing assignments (*or example, *coming up with ideas, drafting, proof-reading); Writing computer code; Processing or analysing data; Writing emails; Creating images, art, or other creative work; Translation or language learning;* To help me apply for jobs (e.g. improve my CV, generate interview questions); Something else; *I don't use generative AI at all.*

4. If you answered "something else" to the previous question, please describe what you use generative AI for.

5. Please tell us if you agree or disagree with the following statements about generative AI:

- I understand the guidance and/or rules regarding the use of generative AI in my programme.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I believe that using AI tools enhances my ability to develop new academic and/or professional skills.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I use generative AI to summarise learning materials/required reading as it is quicker than reading in full.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I use interacting with AI as a supplement and/or substitute for discussion with my fellow students and/or my tutors.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I believe the information provided by generative AI is accurate.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I am concerned that when other students use generative AI in my programme it gives them an unfair advantage.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I am aware of the resources that the University of London has provided to help me effectively use generative AI, (for example, how to engineer good prompts, how to use AI ethically, explain the capabilities/limitations of generative AI, provide career-specific uses of generative AI.)

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I think AI skills are going to be important for my future career prospects.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I use interacting with AI as a supplement and/or substitute for discussion with my fellow students and/or my tutors.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I would be interested in new short courses and degrees from UoL that use AI tools as a tutoring tool, in place of human tutors, at a lower price.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I would like to start my course at any time, study by myself with AI support, and take the assessment when it suits me.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

- I think that, in the near future, I won't need to study at a university to learn what I need to know for my career prospects.

– *Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree*

6. Is there anything else you have to say or want to share about generative AI?

- *Optional Free text response*

7. Did you experience any problems with this survey?

- *Optional Free text response*

8. If you are interested in taking part in an online focus group to help to develop AI guidance for students please provide your name and email address in the space below. We'll get in touch with further details. Thank you.

- *Optional Free text response*

Appendix B: Other uses for Gen AI

Music generation with Suno AI https://suno.com Shared on Soundcloud http://www.soundcloud.com/cu_ste	Creativity
Summarise study material. Review and summarise journals / articles - to give me an overview and general understanding before delving into the full material (I am an independent student). Provide overview of subject matter.	Summarising

I mainly use it to generate "tutorials" for disciplines I want to learn more about that aren't covered by my studies.For example, while I am studying software engineering, but I might want to apply for jobs combining trading and finance with programming, I will prompt an AI like ChatGPT to generate me a tutorial with references I can lookup which provides an introduction to various areas of finance, such as derivatives, or the futures market. Use LLM's to teach me skills. I use it to explain documentation of code or when self learning new concepts, during exploration phase, I ask it to explain code segments which I might have misunderstood. This helps me ensure that I am on the right track during self learning. I use AI to generate examples of some concept or explain step by step each algorithms. For instance, GPT will explain 'async' functions for JavaScript pretty well, using MDN Web Docs. I use Coursera's AI feature to reinforce concepts on non University courses.	Teacher substitute/supplement (general)
Review my own writing and check spelling and grammar mistakes. Teach me how to improve my writing and improve my answers to prep for assessments. How to improve my writing tone to match what is expected.	Teacher substitute/supplement (Writing skill development)

Use LLM's to provide me the feedback I need to ensure my writing quality is good enough to pass an assessment (to hopefully make up for the lack of feedback in the course).	
Within work I use it as a thought partner when developing reports; take meeting notes and actions; complete repetitive tasks such as agenda writing for planned meetings etc	Task automation/enhancement

Appendix C: Other comments about Gen AI

Supportive	**Concerned**
It **supplements** my learnings and helps me distill my thoughts.	i have seen numerous tiktoks of students sharing how they write their assignment on their own but the **turnitin comes out as "AI generated"**. one tiktok i saw was a girl sharing how her teacher had returned her whole assignment as it came back as AI generated. so, to prove her point that she wrote it on her own, she first wrote an essay on a paper with a pencil, about her life and then when she checked, that text came out as AI generated as well. i think this is where things are concerning. i do hope uol has a plan on how to accommodate students with issues as such.
I current use generative AI to **supplement** my work and make it more efficient - to automate repetitive	If I look at everyone around me at my teaching centre, we are all using generative AI to summarise

tasks,however I am always conscious to proofread and verify the content generated.	texts,rephrase our own words and reorganise notes, as it is very convient and time-saving. The only thing that is bothering me is the **lack of checking if what the AI produces** is true and backed by the material. I think that that should be stressed more. Nonetheless, I also see that AI does not replace critical thinking (on the spot) and applying and relating all the readings we are doing. **it's taking too much of our life aspect,** e.g. ways of thinking, creativity, etc.
Very valuable tool and useful for eg formative **feedback**, and welcome increased use in this context, however this should not replace expert feedback and interaction.	In general I believe that with advancement of LLMs, my programme has introduced very rigorous midterm and final assessments, which now often have questions, on Level 4 modules that were equivalent to some of Masters degree students. This causes a massive stress to students as the **current content is much lighter in comparison to modern demands of assessments.**
GenAI is **already part of the workplace**, and it is part of all industries already.	I think that generative AI can be a tool for good but when a person becomes overly reliant on it, then it will **destroy that person's critical thinking skills and may undermine some of that person's fundamental learning.** AI excels at structured tasks—like math drills or language practice—but struggles with fostering creativity, critical thinking, or emotional support, which are vital for holistic education. Human tutors bring empathy, adaptability to nuanced student needs, and the ability to inspire, which **AI can't replicate**. For instance, a

	student grappling with anxiety or complex ethical questions needs a human's judgment, not just data-driven feedback. There's also the risk of AI **reinforcing biases or providing incorrect information** if not carefully designed, which could undermine learning quality. Over-reliance on AI might lead to a "one-size-fits-all" approach, digitizing rote learning rather than nurturing diverse thinkers. Plus, the upfront costs of developing robust AI systems can be steep, and **savings might not always trickle down to students**—universities could pocket the difference instead.
embrace it in education	
AI tutors have the **potential to lower the cost of education**, which could make degrees more affordable. They can **provide personalized learning**—adapting lessons to a student's pace and needs—without the recurring expense of human salaries. For example, platforms like Khan Academy's Khanmigo cost as little as $4 a month, far less than private tutoring, which can run $50-$100 per hour. AI can **handle tasks like grading, answering questions at odd hours, and scaling support** to thousands of students simultaneously, reducing the need for extensive faculty or tutoring staff. This scalability could cut operational costs for universities, potentially lowering tuition if those savings are passed on. Some real-world cases, like Squirrel AI in China, show students using AI platforms outperforming peers in traditional settings, suggesting cost-effective	

learning gains are possible. In theory, this could **make degrees cheaper** by reducing reliance on expensive infrastructure and personnel.	

Appendix D: Other comments

(Emphases added)

I think the **rules for using generative AI in our degrees** should be changed **to explicitly permit the use of AI** for brainstorming, generating ideas, and inspiration - e.g. suggestions for overall ideas we might not have thought of. It should just be discouraged for actually writing your essay or a whole program / every line of code. As most of us have invigilated exams on Inspera or in-person any way, I think the **exams should be sufficient for checking if we actually understand our work** and haven't just copied and pasted everything from an AI system. Otherwise, there will always be certain people who use AI and get higher grades for the "originality" section of their work, while the rest of us stick to the provided templates and get zero points for this section. Also **I find the university's policy on AI conflicting**. On the one hand, there are all these resources for how to use AI ethically, how to craft prompts, and so on. On the other hand, there are extremely strict programme regulations insisting we cannot use it in any way, shape or form at all. This sends out a very confusing message. In addition, in software engineering, I believe that not being able to integrate AI at all into our workflow, and thus not learn how to use it responsibly and ethically, means that we won't be prepared for the skills that are mandatory in the workplace. The ban on not being able to use it at all means that we won't learn the need for skills like actually following up references and suggestions made by AI in the formal technical documentation for some software. These skills, such as verifying AI outputs and being able to know what kinds of things should be trusted, or what biases one should be aware of, is required to work faster in this industry nowadays, especially as software development has been influenced by AI even more than other domains. It is becoming increasingly difficult where learning how to use AI such as Copilot as a collaborative tool won't be required for most of our jobs. Therefore, in my opinion, this is something that the degree needs to incorporate to remain timely and flexible regarding real world demands.

there should be a plan or strategy on how to deal with cases where students write things on their own but the text is flagged as AI generated. there should be a pre-cautionary

document, in which we get **instructions on how to prove that we wrote our answers on our own**.

UoL should **monitor AI responsible usage**, especially in the CW assignments.

Universities should consider teaching **how to utilise or how AI is being used in relevant industries** to the degree being studied.

For policies, the university should draft **clear guidelines defining acceptable uses of generative AI,** like brainstorming or editing, while prohibiting submitting AI-generated work as original without attribution. Academic integrity rules need updates to cover AI outputs, with consequences for misuse, and institutions must ensure all students have equitable access to approved tools to avoid disparities.

Privacy laws like FERPA should guide tool selection to protect student data, and **a task force of faculty, students, and IT can create these policies,** reviewing them annually as AI evolves.

To educate students, the university can **weave AI literacy into courses or offer workshops** teaching how to craft effective prompts, evaluate AI outputs for accuracy, and avoid over-reliance.

Emphasizing ethical use and critical thinking is key, and **a resource hub with guides on the school's platform** can support learning.

For **disability accommodations,** AI tools can personalize support, such as recommending exam time extensions based on student needs, providing text-to-speech for visually impaired students, or offering real-time captioning for those who are deaf. AI can also streamline documentation for accommodation plans, but tools must meet accessibility standards like WCAG 2.1. Staff should be trained to use these tools effectively, and a pilot program with the disability services team can test their impact.

Your point about more staffing making a difference in an AI-driven world is compelling, especially as automation reshapes education and work. Rather than replacing humans, AI

could complement them to amplify impact. **More staff—trained to use AI effectively**—could focus on what humans do best: mentoring, facilitating discussions, and addressing individual challenges. For example, AI could handle repetitive tasks like grading or initial content delivery, freeing teachers to offer small-group seminars or one-on-one guidance. This hybrid model could enhance learning outcomes without sacrificing the human touch. In an AI-driven world, where skills like adaptability and emotional intelligence are increasingly valued, educators are crucial for preparing students beyond what algorithms can teach. Increasing staffing, especially for underserved communities, could also **address equity gaps** that AI alone might not fix—students in low-income areas often need human advocates to navigate systemic barriers. The staffing angle also ties to economic realities. An AI-driven world might automate routine jobs, increasing demand for educators who can teach higher-order skills. Investing in more human staff now could build a workforce ready for those shifts, whereas leaning too heavily on AI tutors risks creating a bare-bones education system that churns out credentials without depth. Studies, like one from Harvard in 2023, show AI tutoring can double learning gains in specific contexts, but only when paired with pedagogical oversight—humans still guide the process. A tool like Tutor CoPilot, which assists human tutors rather than replacing them, improved student math proficiency by up to 9% for less-experienced tutors, showing AI's strength as a support, not a substitute. On cost, human staffing is undeniably pricier upfront. Hiring more faculty or tutors increases payroll, benefits, and training expenses, potentially keeping tuition high unless offset by public funding or efficiencies elsewhere. Yet, the long-term payoff—students equipped for a complex world—could outweigh those costs. AI tutors might make degrees "cheaper" in a narrow sense, but cheapness doesn't equal value. A degree's worth lies in its ability to prepare graduates for life, not just a diploma mill powered by bots. AI tutors could support accessibility—like offering real-time captioning or adaptive pacing—at lower costs than hiring specialists for every student. But human staff are often better at navigating the emotional and logistical nuances of accommodations, like advocating for time extensions or interpreting vague medical documentation. More staff dedicated to these roles could ensure equitable education in ways AI might miss. In an AI-driven world, the best path likely blends both: use AI to cut costs where it excels (e.g., repetitive tasks, broad access) and invest in more human staff to deliver depth, equity, and inspiration. For example, a university could deploy AI for introductory courses and hire more advisors to guide upper-level students through capstone projects. This balances affordability with quality. If forced to choose, I'd lean toward staffing over AI alone—humans drive transformative education, especially when technology threatens to depersonalize it. But the real win is integration, not either-or.