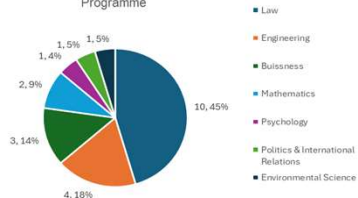


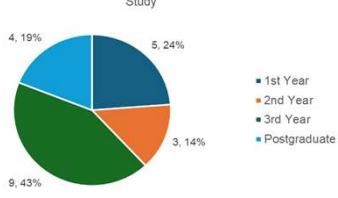
Research Objectives

- Explore how students use **artificial intelligence (AI)** in their learning process
- Understand student perspectives on **AI adoption in higher education (HE)**
- Enable **student researchers and educators** to collaboratively develop curriculum and learning support strategies

Distribution of AI Interview Participants Across Programme



Distribution of AI Interview Participants Across Year of Study



Literature review on AI in HE

Research questions

Conduct interviews

Thematic data analysis

Answer research questions

Poster

Methodology

- Qualitative approach
- Literature review on AI in HE
- 22 interviews with UG and PG students
- Thematic analysis on the collected data
- A peer-reviewed poster to present findings



Research Question

How do students from a range of different disciplinary backgrounds perceive the usefulness of AI in their education?

Conclusion & Recommendation

All interviewees have used AI in their studies, demonstrating that AI in learning is relevant to all university students. This highlights the need for open discussions about AI while developing future-proof teaching curricula and policies suited to the rapid development of AI.

AI Literacy Courses

Students recognize AI skills as crucial for their future careers and support university AI literacy courses. While most prefer flexible extracurricular options, others advocate for mandatory integration into core modules.

Students' Usages of AI

Most Used AI for Learning – Chat GPT

"Chat GPT is pretty easy to use, it's free."

72% of the interviewees use ChatGPT as their main AI tool for learning. Students use ChatGPT for generating ideas, creating summaries, developing practice questions for revision, creating essay outlines, and understanding complex concepts. However, students show little awareness of university-provided AI tools like **Microsoft Copilot 365**, which is accessible via Queen Mary student email.

"I use AI to understand complex text faster by simplifying difficult language and lengthy passages."

Misinformation, Bias and Inaccuracy

"AI had interpreted a passage completely opposite of what it was actually trying to say."

36% of the respondents recognise that the answers AI generated could be inaccurate and unreliable. Students show great awareness in the need of cross-checking the source as well as using their own independent thinking and knowledge to decide whether the AI generated content is correct.

"For coding, it's not 100% accurate ... so it's just a reference."



Key Findings: Variations in AI Adoption by Disciplines

STEM and business students focus on technical problem-solving, idea generation and efficiency, while students in humanities, law and creative fields apply it to strengthen critical writing, summarization and language clarity. AI's role adapts to meet each discipline's unique academic needs. Some faculties, such as law, show little discussion about whether AI is permitted in studies. Other HSS departments like SBM engage in more debate about AI's role in learning, with lecturers taking varied approaches to its adoption. STEM faculty generally demonstrate more openness to AI, with some lecturers incorporating it into their teaching.

AI-Integrated Note-taking Apps

"I can import PDFs and documents into Nebo and write queries in the AI chat, and it helps me answer questions."

Some students use AI-integrated note-taking apps like Notion AI and Nebo during seminars and for revision. These apps can transcribe lessons into notes, allowing students to focus on active participation in class. Features such as AI summaries and writing improvement tools enhance their overall learning experience.

Challenges and Limitations of AI in Education

Uncertainty about AI Use in Learning

"They don't want our answers to be AI-generated, but I'm not sure if they're opposed to using it as a learning tool."

QMUL requires students to declare AI use in coursework submissions on QMPlus. Some students find AI useful for their studies but refrain from using it because they worry about facing consequences or risking academic misconduct. Students face challenges with varying AI policies across modules and professor preferences, for example regarding the use of AI-enhanced seminar notes in open-book exams.

Solution:

AI Assessment Scale (AIAS)?

AIAS consists of five types of AI usage in assessment: No AI, AI Planning, AI Collaboration, Full AI, and AI Exploration, each with detailed explanations of how students can apply AI (Perkins, M., et al., 2024)

