AI Research in Education | October 2025

What research really teaches us about learning with AI

The latest international studies show that AI in education is not merely a technological challenge, but above all a human one. What works, what causes friction, and what we can learn from practice: less promise, more understanding, and room for reflection.

Differences in attitude across education levels

Study: *Excited, Skeptical, or Worried? A Multi-Institutional Study of Student Views on Generative AI in Computing Education*
(Alpizar-Chacon, Keuning et al., Oct 2025 | arXiv)

- University students report significantly more concern and scepticism about generative AI than secondary school pupils.
- Pupils in secondary education show more trust and less anxiety.
- The so-called “AI hype” has little influence on students’ choice to study computing.

Why this is new or surprising

- Younger students are often assumed to be “tech natives”, but this study shows the opposite: critical awareness actually increases with age and education level.
- Expectations that media attention or hype would drive study choices appear to be greatly overstated.

Implications for practice

- Do not assume a single, uniform attitude towards AI; phase and context shape perception.
- Align professional development and the introduction of AI use with education level: in higher education, place greater emphasis on ethics and critical reflection.

- Before implementation, assess learners' or students' attitudes and expectations — it makes communication and support more effective.

Students feel that AI weakens their learning skills

Study/report: *"Pupils fear AI is eroding their ability to study"*
(Oxford University Press / *The Guardian*, 15 Oct 2025 | The Guardian)

- 80 % of pupils aged 13–18 regularly use AI tools.
- 62 % say this weakens their ability to learn.
- 25 % believe AI "makes it too easy to get answers without doing the thinking themselves."

Why this stands out

- AI is often seen as a tool that boosts efficiency, yet many students report a loss of cognitive depth and learning quality.
- Technology does not automatically enhance learning; under certain conditions, AI can actually undermine it.

Implications for practice

- Design assignments where AI is part of the learning process — not the end point: *"Use AI, but reflect on what it did."*
- Warn against "shortcut thinking": skipping deep learning for the sake of convenience.
- Provide guidance: students explicitly ask for more teacher support in using AI responsibly.

Where technology ends, education begins

The latest studies make one thing clear: the future of learning with AI is not about technology — it's about people.
Learners want guidance, transparency, and meaningful use.
Teachers and lecturers seek direction, clear policies, and pedagogical frameworks that leave room for creativity and reflection.

Would you like to use AI in your school as a thinking partner rather than an answer machine?

Symbio6 helps teams use AI consciously, practically, and human-centrically — through **on-the-job coaching, team training, and programmes on AI literacy, policy, and didactics.**

More information: symbio6.nl/en/our-services

Further Reading

⬅ Earlier research in 2025

📚 All monthly reports: symbio6.nl/en/trends