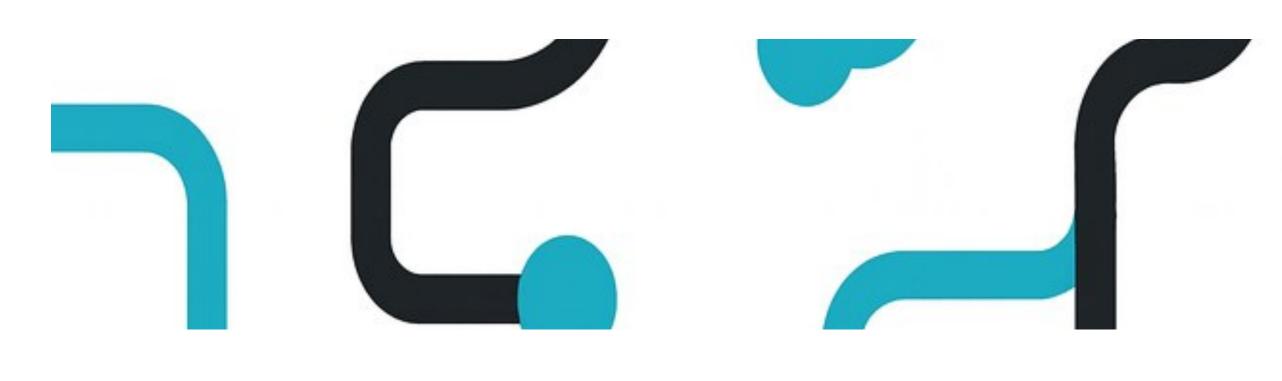
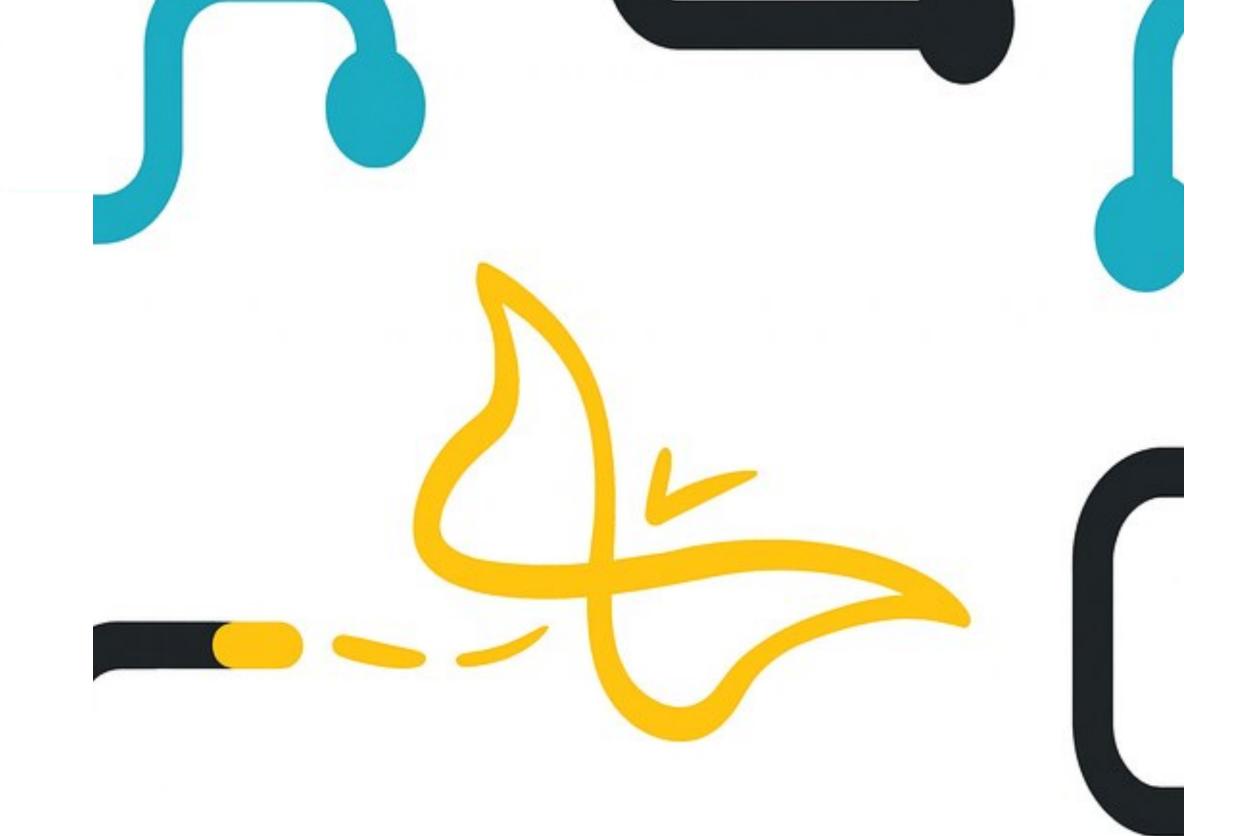
Digital Society Initiative



Perceived Risks and Benefits of Disclosing ADHD to AI-based Educational Technologies: Semi-Structured Interviews

Oriane Pierrès, Alireza Darvishy, Markus Christen



Would you share you have ADHD

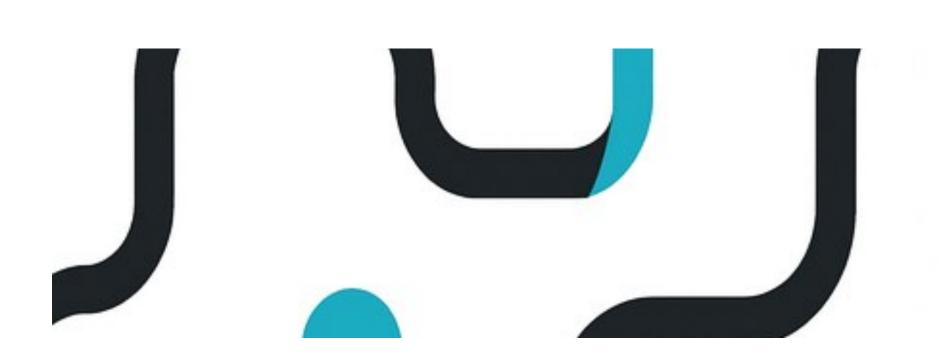
No for EWS, yes for Al tutor

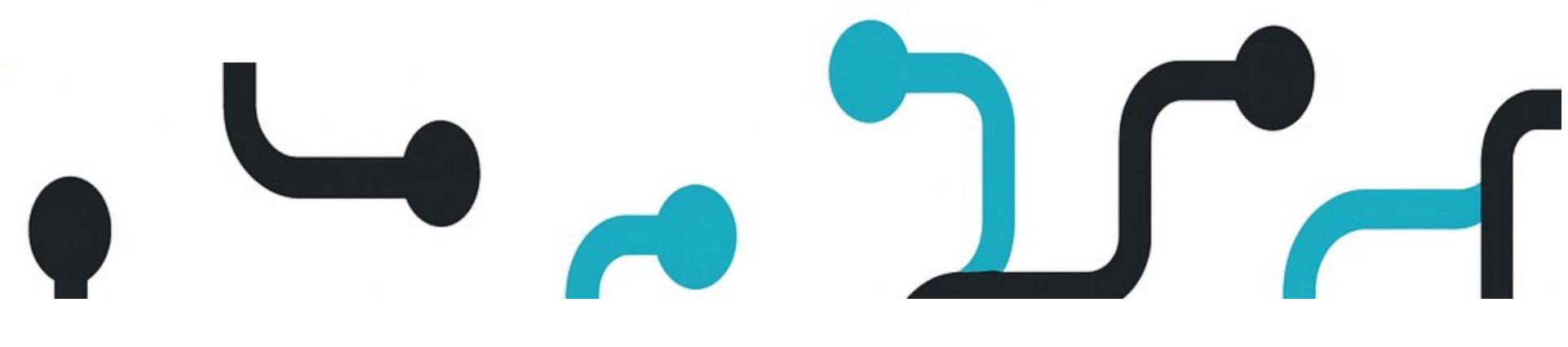
Yes for EWS, no for Al tutor

in an EWS or an AI tutor?

No for both

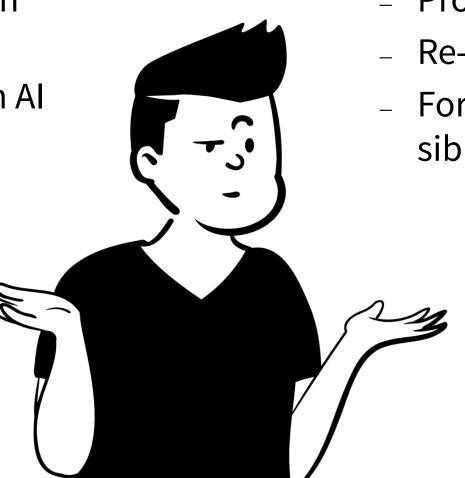
Yes for both





ADHD DISCLOSURE IN AI EDTECH: A PRIVACY CALCULUS

- Data representativeness in training datasets^{2,9}
- Account learning needs in Al EdTech design^{3,5}
- + AI is not judgemental^{7,9}



- Protected sensitive data⁴
- Re-identification risks⁸
- Forced disclosure for accessible service / product^{1,6}

RESEARCH QUESTIONS

- How do students with ADHD perceive the utility of AI EdTech?
- What are the students' perceived risks and benefits of disclosing their ADHD to AI EdTech?
- Under which conditions are students willing to disclose their ADHD?

METHOD

- 20 semi-structured interviews with students with ADHD at Swiss-German higher education institutions (HEI)
- Purposive sampling: 10 male, 10 female, half of each had disclosed their ADHD at HEI and half did not.
- Content analysis of transcripts by two coders.

RESULTS

PERCEIVED UTILITY OF FICTITIOUS USE CASES

VS

Early Warning Systems (EWS)

- + Inform systemic change
- + Pro-active support
- Inaccurate prediction
- Stigmatization

AI Tutors

- + Time management support
- + Non-judgmental
- + Writing support
- Doubt efficacy

"

Speaking again from my own experience: at the beginning of my studies, **the problem for me was not that I didn't fundamentally understand** the subject matter, **but simply the quantity**, how to deal with the material "how do I learn efficiently? How do I prioritize, how do I create a structure?" That's why I simply have the feeling that these measures, if they are based on this fictitious system, can actually be tailored quite differently for ADHD. So, I see the possibilities of providing **better interventions with ADHD**.

MAIN TAKE-AWAYS

Disclosed

Number of participants

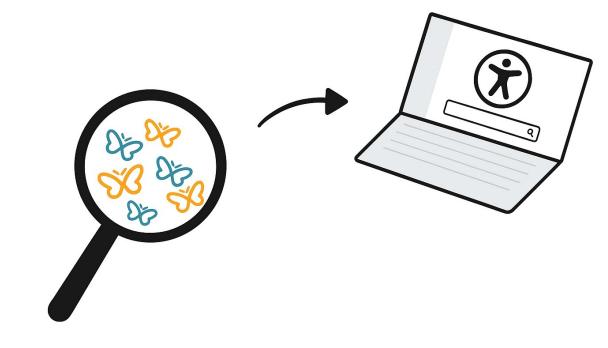
• Acceptance: **AI Tutors > EWS** due to greater perceived risk of stigmatization.

Did not disclose

- Willigness to disclose ADHD in EdTech when they have already done so at their HEI notably to address systemic issues, help others, and improve accuracy.
- Reasons not to disclose their ADHD related mostly to bias risk and perceived irrelevance.
- University research with students with ADHD can inform inclusive design, but universal design is preferable to profit those who do not disclose their ADHD in higher education.

ADHD at HEI ADHD at HEI

• Call for **greater student agency in AI EdTech**: e.g., easy-to-manage selective data sharing allowing differentiation between lecturers.



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LET'S KEEP IN TOUCH!

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