

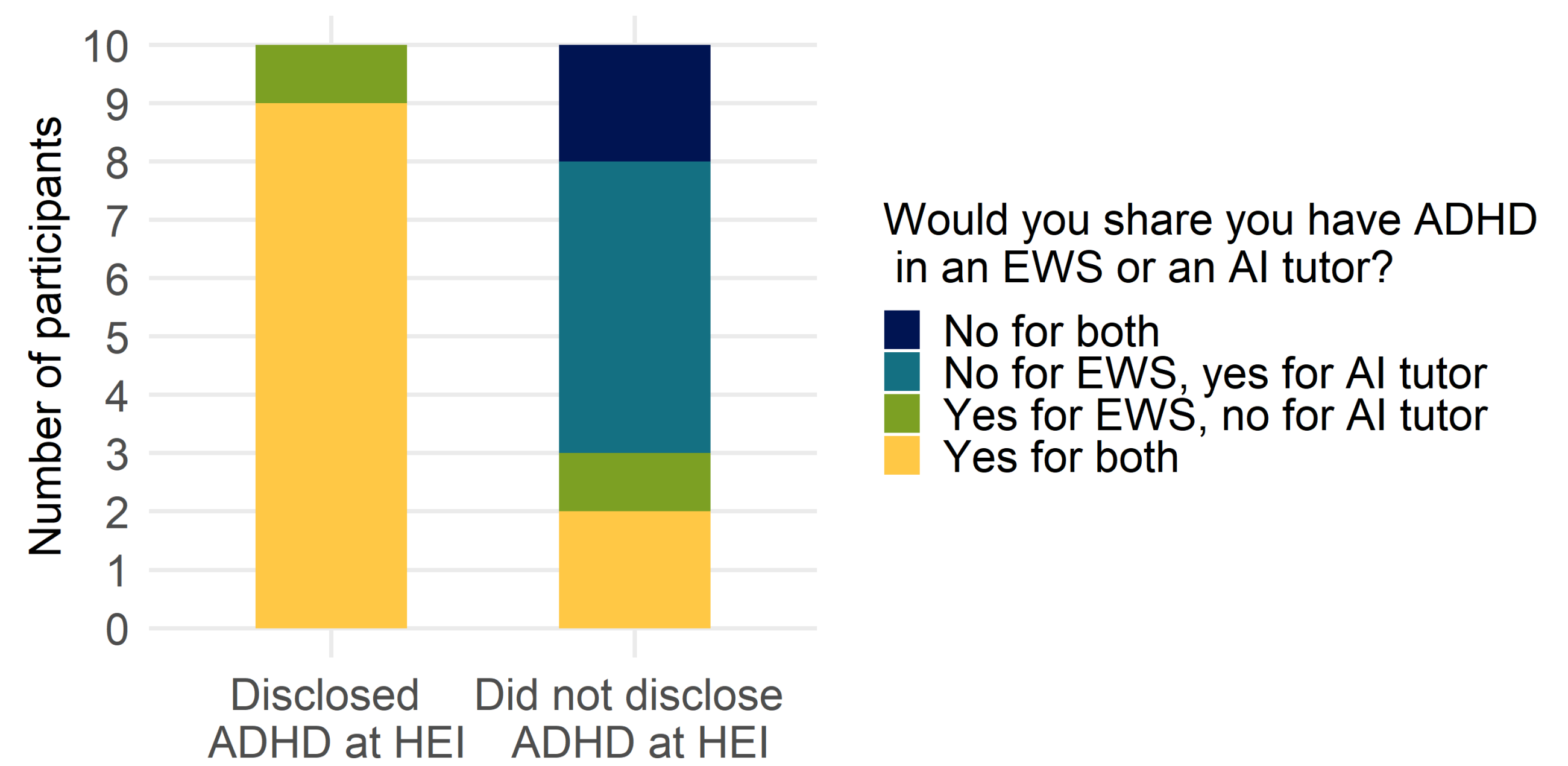
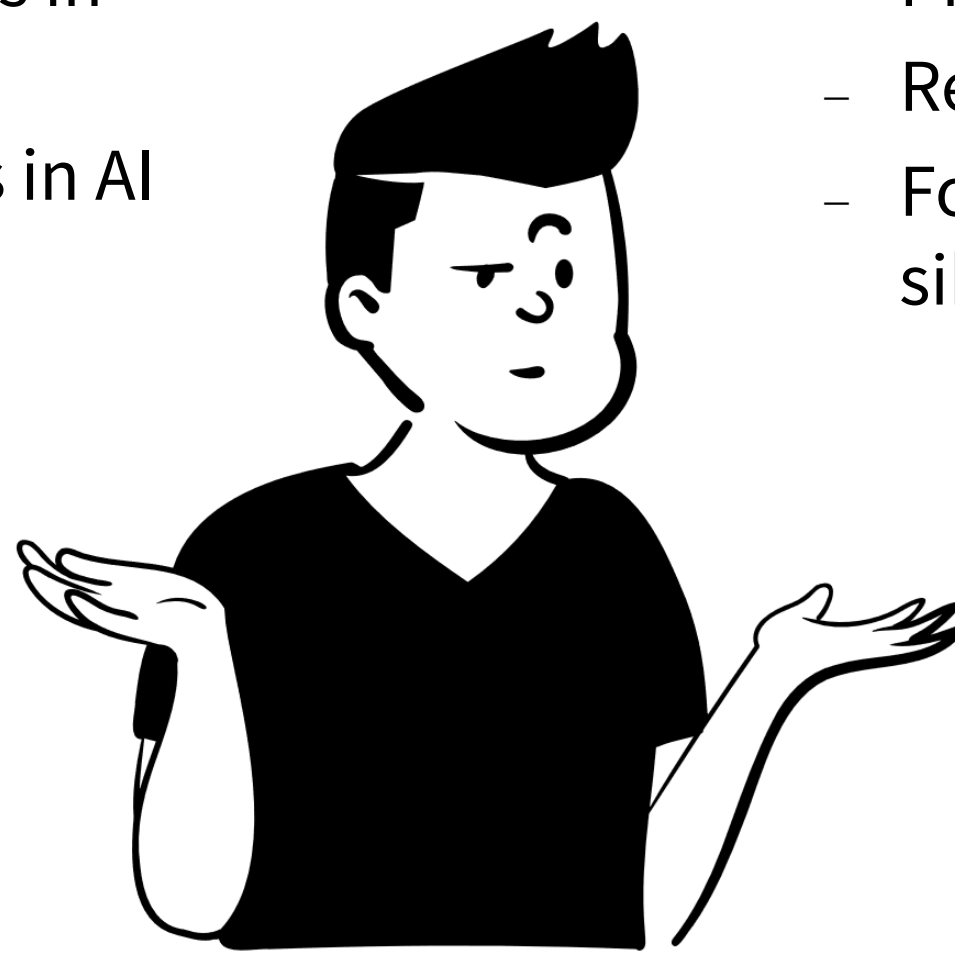


Perceived Risks and Benefits of Disclosing ADHD to AI-based Educational Technologies: Semi-Structured Interviews

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ADHD DISCLOSURE IN AI EDTECH: A PRIVACY CALCULUS

- + Data representativeness in training datasets^{2,9}
- + Account learning needs in AI 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

Early Warning Systems (EWS)

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

VS

AI Tutors

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

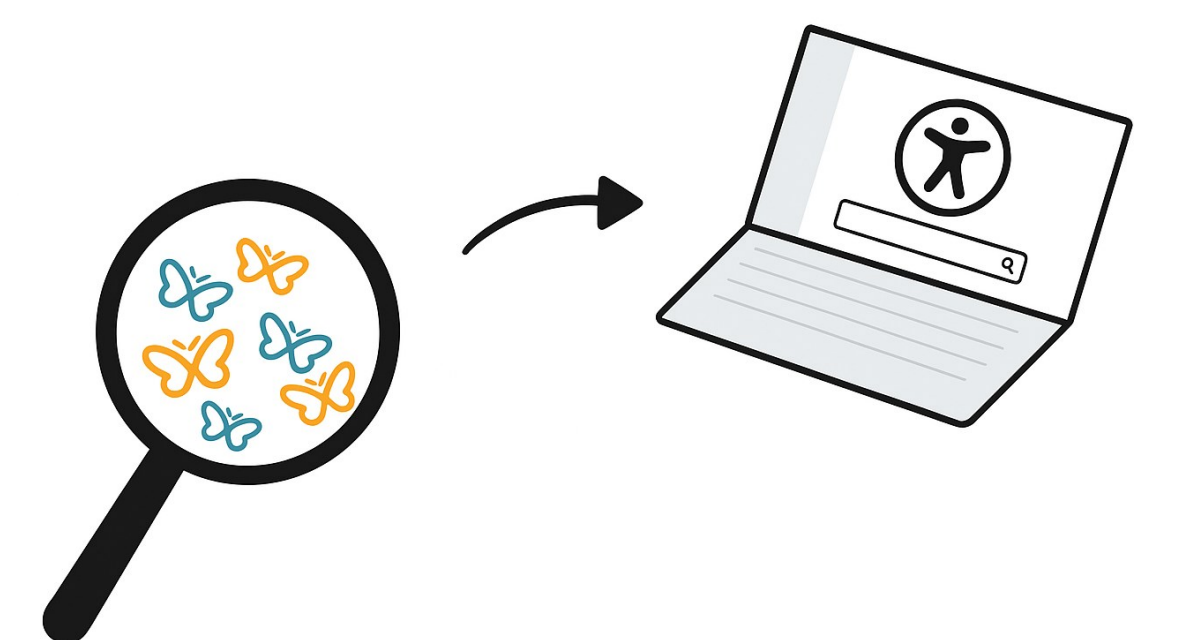
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Speaking again from my own experience: at the beginning of my studies, **the problem for me was not that I didn't fundamentally understand** the subject matter, **but simply the quantity**, how to deal with the material “how do I learn efficiently? 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

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