

Generative AI in Education

Have your say: Engagement Report

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Have your say: Student Engagement Report

January 2026

Authors: Tim Davies and Jeni Tennison (Connected by Data)

Commissioned by the Department for Education as input to the January 2026 international summit on generative AI in education.

Thank you to all the students, teachers, school leaders and facilitators who took part in Generative AI in Education: Have your Say.

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Generative AI in Education – Have Your Say

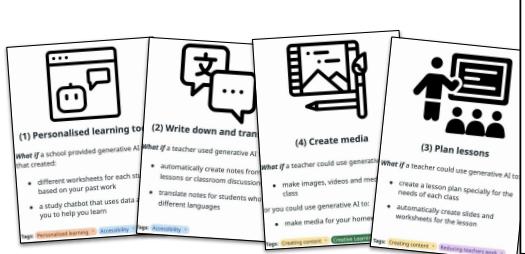
- **Executive summary**
- **Background & method**
- **Evidence & analysis**
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 - **Thematic analysis**
- **Conclusions and future opportunities**

Executive Summary

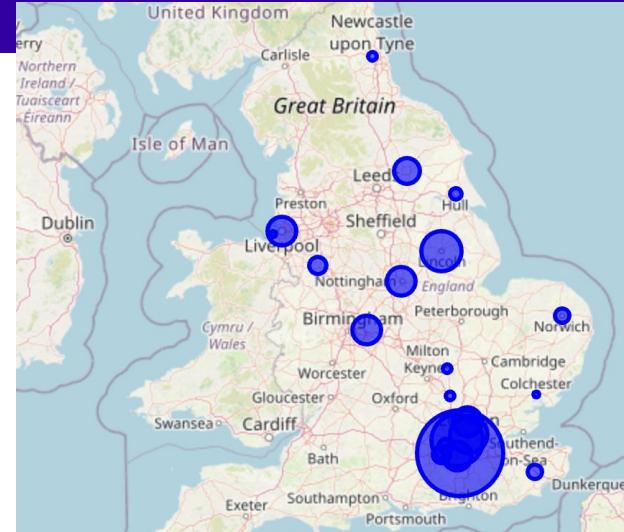
Executive summary: what & who

Between 1st November and 15th December 2025, over 1000 students shared their views through a distributed dialogue on how schools, government and AI firms should be approaching the use of generative AI in education.

- **23 settings:** across England, Year 6 - Year 13, and representing a range of urban and rural schools and school types. Over 50 individual workshop sessions.
- **1 or 2 hour deliberative workshop sessions:** learning about AI in education, discussing issues and providing feedback.
- **Balanced workshop materials** exploring benefits and problems of AI in education, supporting students to develop their own views.

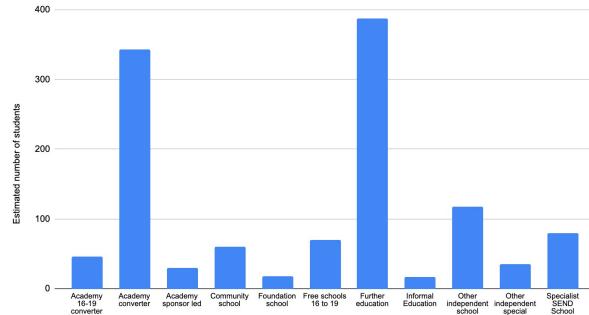


Examples of workshop resources



Data on participating settings: location, type and number of students engaged

Students by setting type



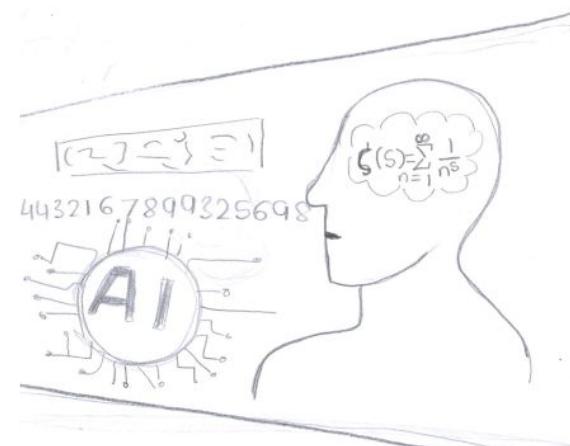
Executive summary: method

Students were asked to:

- **respond to a set of statements** about the use of generative AI in education, through a pol.is platform, starting with 10 statements developed with the UK Department for Education (DfE), with new statements from students added over time
- **discuss benefits and problems of different AI in education tools** and vote on their top and bottom tools
- **generate creative feedback** reflecting their hopes and fears about the use of generative AI in education

Headline findings are based on patterns of responses to the statements alongside themes arising from creative feedback and session observations.

Supporting images come from worksheets and creative feedback activities, sharing student feedback in their own words.



Executive summary: findings

Students expressed detailed, nuanced and critical views on how generative AI could or should be used in education, emphasising:

- the importance of the existing **student-teacher relationship**
- specific uses of AI to enhance learning by:
 - making lessons more engaging
 - providing more **personalised pathways**
 - supporting **self-directed learning**
- preparing students to navigate a future where AI is ubiquitous

The future of Education with AI

- * Extra help for students aside teachers
- * Teachers don't have to spend hours preparing a PP slide.
- * Students are assured can get exam questions to study with drafted prior to an exam and AI can also serve as a revision partner.
- * Students can learn topics before the topic is taught in class with the use of AI.
- * AI can produce schemes of works, or mark with the use of exam board's mark scheme and also give model answers.
- * Can create logos or styles.

The future of Education without AI

- + Students may not find that they are not comfortable with their teachers or find it difficult to meet them after will not have an extra support that AI gives allowing them to ask any question without rushing or overthinking it.
- * High reliance on teachers.
- * Staffs like time tabling, preparing slides will have to be done by teachers or students consuming more time.

The future of Education with AI

- Logical and Critical thinking may be reduced.
- People may rely very heavily on wrong AI to replace their own creative thinking.
- This may also reduce social interactions between students, this is a needed skill.
- However, AI can be very useful to aid you in your learning.
- It can help to explain things you learnt in a different perspective.

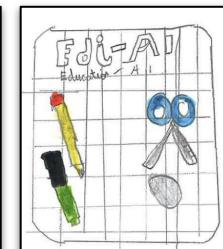
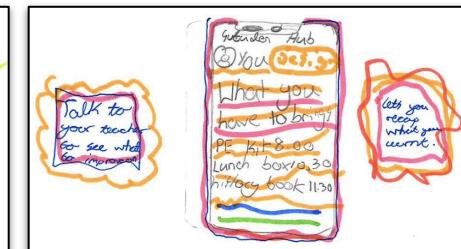
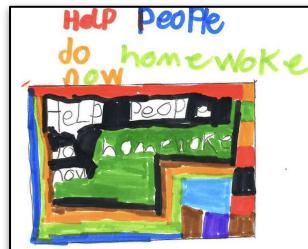
Overall opinion

- AI is helpful as an assistance however it should not take the place of a person's thinking or brain.

The future of Education without AI

- Students will think more for themselves, instead of saying 'Just ask AI'.
- Creative students (especially artists) would be less worried about AI taking away from real human artistic ability.
- Students would have proper social interactions.
- Would be perhaps more time consuming to do tasks that would be faster done with AI.
- For instance, making revision timetable or making revision resources from your class notes.

Student feedback: Year 13 and education app ideas: Year 6



Executive summary: findings

The future of Education with AI

I would be okay with seeing AI used in education if it can guarantee the information it's being given is unbiased, accurate and the data used to source the answer was given with permission from the original creators.

The future of Education without AI

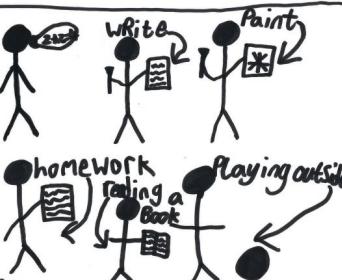
- I don't want to see Generative AI used in education if it is used to replace human-made resources
- I don't want to see Generative AI used in education if students are using AI to generate work instead of writing it themselves without penalty.
- I don't want AI & images "part" to be used as reference material for creative classes like English and Art etc.
- I don't want AI used in education at all, currently, due to the massive negative impact it has on ~~people~~ the environment and the huge amount of resources it consumes for things that could ethically be done by a human.

Student feedback: Year 12/13 and Year 6

Education with AI



Education without AI



I want to see Generative AI used in education because it will make it more fun for us when we're learning.

I don't want to see AI generated in education because it could be wrong and not teach us correctly and it does not know us properly.

Students want AI tools to be checked for safety, accuracy and fairness before they are used in the classroom.

There was near unanimous support for the statement:



"AI tools for education should be officially checked and approved as safe, accurate and unbiased before they can be used, even if that means it takes longer for the latest models to be used in schools."

Students raised concerns about AI tools:

- being **inaccurate** and giving false information
- being too quick to offer **easy answers**, rather encouraging a process of learning

Executive summary: findings

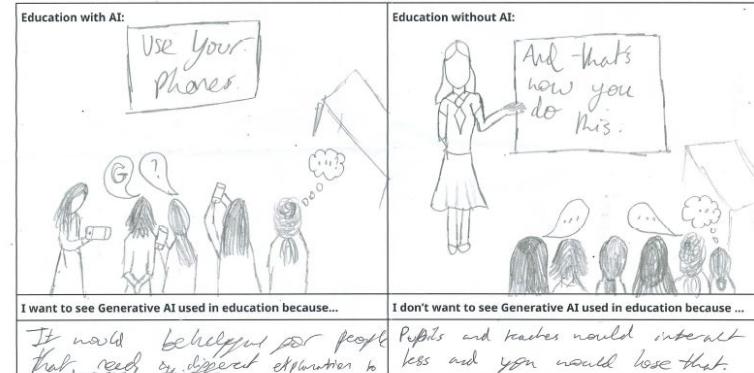
Students strongly value personal attention from their teachers and social interaction in the classroom with peers. They are concerned that AI could disrupt this.

Students prefer **human teachers and human markers**, even if AI might be faster or fairer.

Some felt AI could:

- support **factual learning** in subjects with right and wrong answers
- **help struggling students** when teachers do not have capacity to provide personalised help

Some younger students (Year 6) suggested AI tools might be smarter than their teachers, or expressed that "AI can't get mad at you", suggesting some may prefer feedback delivered through AI.



Student feedback: Year 9 and Year 6

Problems

You wont get encouraged by an actual person.

It may make people feel more valued.

Others may make fun of you that you are dumber than them because you have easier work.

Benefits

It quicker than a teacher.

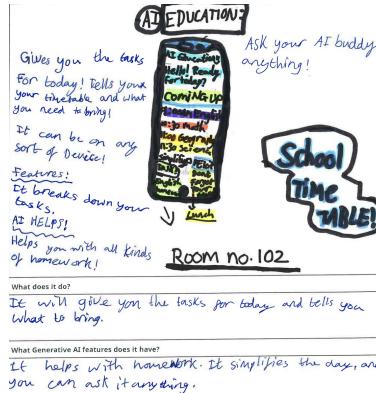
Smarter than a teacher.

They can't get mad at you.

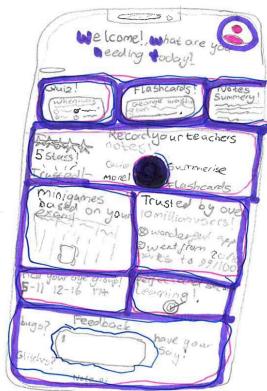
You will have better education.

(1) Personalised learning tools
What if a school provided generative AI tools that create:
• different worksheets for each student based on your past work
• a study chatbot that uses data about you to help you learn
Tags: Personalised learning Accessibility

Executive summary: findings



Student feedback: ↑ Year 6 and ↓ Year 12/13



Students are split on whether AI use should be mandatory.
50% of groups disagreed (39% agreed, 10% unsure) that:

“Sometimes students will have to use AI in the classroom, whether they want to or not”

Groups in favour of a requirement to use AI want it to be **accurate** and want AI tools to support students to clearly **tell their teachers when they have completed work using AI**.

Some students expressed concerns about the **environmental impacts** of AI, although this was not widely considered to be a barrier to exploring the use of AI in education.

A number expressed strong opposition to **use of AI for creative work**.

The future of Education with AI	The future of Education without AI
<ul style="list-style-type: none">DependantTakes away the important relationship between Students + teachers ↳ dehumanizingTeaching = beautiful sharing of knowledge and passion Yet the removal of this destroys this profession, the passion that coincides.Causes dependency loss of jobsEnvironmentally damagingPsychologically damagingnegatively distortionno learning / understanding just memorising.	<ul style="list-style-type: none">CommunicativeCollaborativeBeneficialConnectionhuman connectionPassionhard workCauses connection between peers joy and beauty of sharing knowledge opinion.AchievementSatisfyingIdentity

Executive summary: findings

Students are concerned about the mental health impacts of AI. They do not want AI tools to be involved in personal, emotional and social support. A clear majority of groups agreed that:

 "AI tutors should never be able to have conversations with pupils about personal issues, like friendships or family problems."

They opposed AI tools pretending to have feelings, though some suggested it could help if AI tools offered **light encouragement**.

Students were generally in favour of the statement that:

 "Children from a young age should be educated on how to use AI most effectively and safely in their learning"



Student feedback:  Year 6 and  Year 12/13

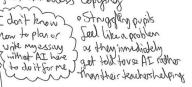
The future of Education with AI

- Lazy uninterested pupils who do not truly understand their lessons
- No critical thinking skills developed
- Laziness epidemic increased - talking to bots rather than actual people & teachers
- Environmental issues - bad for environment & denying pupils a real future
- Vulnerable pupils with delusions/mental health problems may get addicted & really suffer mentally & emotionally
- More mistakes being made due to AI hallucinations
- ~~WALL-E~~ WALL-E becomes our reality
- No learning will happen - just mindless copying
- Dependancy
- What is the point of going to school if our teachers can't teach us?



The future of Education without AI

- Pupils will learn better rather than mindlessly copying
- Human connection & support will help people emotionally & mentally flourish
- Creativity will flourish
- Critical thinkers who know how to do their jobs
- Teachers can personally support pupils (if there's funding issue with this then just use the money you were going to put into AI on improving this instead)
- Environment won't be destroyed
- Dependency on AI bots won't be such a problem
- Work & school reports are more personal as the person doing it actually understands



Executive summary: findings

Education with AI:	Education without AI:
• We would be able to use more personalised tools to adjust to our pace	• It may reduce critical thinking as people may rely on it for several HW essays, etc.
• We can receive instant feedback instead of waiting for days.	
• It can create better learning environments as teachers do not have to make as much exams work to think with learning disabilities.	• AI may not always be accurate. Data from conversations or questions may be collected not guaranteeing privacy. Not all students will always have access to the internet (due to weaker internet controls, etc.)
I want to see Generative AI used in education because ...	I don't want to see Generative AI used in education because ...
People learn things at different paces so we all get better education.	It may replace the good relationships and discussions with teachers.

Student feedback: Year 9 and Year 6



Further work is needed to understand student views on the use of their data within AI. A majority opposed the statement:



"We should not place too many limits on the data that AI for education can use, so that AI can be as effective as possible"

However, there was a degree of uncertainty on the statement:



"AI needs a lot of data to be effective. We should wait until all the privacy and data protection issues are sorted out before we start to use it in education"

Students might not fully understand the kinds of data that personalised learning through AI uses. We observed students interpreting personal data as details such as name and address, rather than examples of past work and marks.

Some students also expressed concerns that personalised learning would lead to **feeling judged by AI**, or to a **loss of opportunities for peer-support** when everyone is given different tasks.

Executive summary: findings

Students suggested that AI for education needs a ‘school mode’, adequate restrictions, and tightly defined scope of use. Students strongly preferred a focus on safe educational AI tools that can support independent learning or personalised consolidation of learning.

A notable minority called for a **ban or very limited AI use** in education due to ethical concerns, and feeling AI is bad for learning. Others suggested ways of **mitigating risks** such as:

- AI tools not giving direct answers but encouraging step-by-step learning
- AI tools that express uncertainty
- restricting the use of AI for homework
- daily time-limits or quotas on AI use

Others highlighted **customising the tone of voice** in AI for education; **co-designing applications** with student inputs; and **involving students in the assurance** of educational AI tools.

To Department of Education,

I think we should be able to use AI to create images and create independent learning tools to help us with our learning as teachers can't help everyone at the same time. It would also be good to make resources to help other people who might be stuck on the same thing as you. However, I don't think that we should rely on AI as it controls how much information we take in, and we wouldn't learn much.

While AI is very useful to people trying to learn and especially people who speak in different languages. It can and likely will make mistakes whilst also limiting children's independence and knowledge of specific subjects

We can counteract this by having an AI that answers questions but doesn't generate full scale games or full documents of work. An AI that limits cheating would be the best for education scenarios.

Dear sir/madam, I think that AI shouldn't be used for homework and school education because it will affect students when they are doing a test.

I think ai in schools could be usefull if used coretly this is because it can help students whith gramer when on computers like gramerty also some generative ai can help plan lessons which lightenes a teachers job however th cost of this could be too much for the school to handel and it would put some teachers out of the job. I think if ai was used it would lack human features making it less fun and not right for some students also i like the way i am being taught now, tiny hints of ai here and there but mostly thought threw planned lessons desined by our teachers for our specific classes.

To the Department of Education,

I currently think that AI should be banned from schools. This is because the main reason AI is currently used in schools is to cheat or to get out of doing assignments, homework etc. If AI did continue to be used in school there should be dedicated a “school mode” which doesn’t allow you to ask for answers or to do work for you, instead only helping you and giving constructive feedback and suggestions. Even this if this does come into place, the answers AI gives can still be incorrect and disingenuous, as it has never been in a classroom or had experiences with it, not making it suited for teaching or creating lessons.

Executive summary: recommendations

For generative AI to play a positive role in education, it is vital that AI developers, policy makers, school leaders and individual teachers engage in ongoing dialogue with students, and listen to their ideas and concerns.

- **Take the time to get generative AI in education right.** Students want assurance that AI is accurate, and that bias and safety risks of AI are well addressed *before* it is deployed in the classroom. Focus on limited classroom and homework uses of AI, rather than AI everywhere.
- **Embed a role for students in decision-making on AI.** AI for education should be co-designed with student input. Support should be available for teachers and education leaders to have ongoing and informed dialogue with students about shared expectations around AI in education. The ‘workshop in a box’ demonstrates the feasibility and value of a deliberative approach.
- **Build student agency in a world of AI.** Young people hold a diversity of attitudes towards AI and its future use. Support students to learn about the pros and cons of particular uses of AI, and to make informed individual and collective choices about when and how they engage with it.

Background & method

Toolkit design: a distributed dialogue

We organised a **distributed dialogue** on generative AI in Education. In a distributed dialogue, self-organised groups use common materials to hold informed deliberation on a topic. Their findings and feedback is collated centrally.

The 'workshop in a box' materials were developed with expert input to include:

- Slides and a quiz giving a **brief introduction to AI** including the history of AI and particular features of generative AI.
- 12 cards describing **uses of generative AI in education** based on real-world examples.
- 8 worksheets introducing **issues with AI in education** with examples of different viewpoints drawn from the literature.
- An initial set of **statements about generative AI** in education (added to over the project) inviting groups to agree or disagree.
- Optional **creative feedback activities** for groups to express views on generative AI in education

The dialogue was commissioned by the Department for Education to provide inputs to an international summit on generative AI in education.

The image shows a collection of workshop materials. At the top left is a schedule table:

Time	Activity	Resources needed
00	Introducing generative AI in education A short introduction to generative AI + comprehension quiz. Introduction to UNCRC and education summit input opportunity.	Presentation slides
05	Tools: How can generative AI be used in education Small group discussion of different tools with feedback to the class.	Tool card handouts - ideally printed and cut out
15	Issues for AI in education Worksheets on different issues with AI in education for small group discussion.	Issue worksheets
30	Our message to AI Decision Makers Voting 'agree' or 'disagree' on a series of statements and suggesting our own statements.	Voting on class screen

To the right is a section titled 'Your say' with a heading 'The United Nations Convention on the Rights of the Child gives everyone under 18 rights:' followed by three bullet points:

- To be **protected** from harms and discrimination
- To **provision** of play, education, health and other good things
- To **participate** and **have your say** on decisions that affect you

Below this is a section titled 'AI in education: Tools' with a heading 'Carousel and dot voting' and instructions: '(1) In groups come up with benefits and problems for your tools'. It includes icons for 'Benefits' and 'Problems' and a 'Choose a feedback activity' button.

On the right side, there are several illustrations of children and adults with speech bubbles containing comments about AI tools, such as:

- 'Good AI tools will have privacy and that make sure data about students is kept safe. It should be up to the school to agree to the terms of use.'
- 'It's worth giving access to data about each student so that AI can provide personalised responses.'
- 'If someone else gets into my account they might find out private information.'
- 'I'm worried that the AI model will have too much data about me.'
- 'I have a right to privacy: it's not right for my personal data to be given to companies who might use it for their own profits.'
- 'If AI is trained with work from pupils and teachers, then AI models could become better at supporting education for all ages.'

At the bottom, there are several worksheets laid out on a table, including ones titled 'Personal data & privacy' and 'Bias'.

Samples from the workshop in a box resource

Data collection and analysis

52 people voted 49 people grouped 869 votes were cast 16.40 votes per voter on average

All groups took part in a statement voting feedback activity, via the live [pol.is](#) platform [1].

Groups saw pre-prepared statements in a random order and were asked to vote with a rough consensus approach to determine group agreement or disagreement with the statements, using the 'unsure' response where there wasn't a clear majority view. Groups could also submit new statements. These were reviewed weekly, and statements that reflected themes or positions not already covered were added. There were 24 statements by the end of the process.

[Pol.is](#) creates distinct clusters of respondents and statements based on (a) aggregating together groups that responded in similar ways to statements; (b) separating out groups that responded distinctly. We produced short cluster descriptions based on analysis of statements in each cluster and refined these with supporting qualitative feedback from students.

[1]: One setting facing technical issues recorded votes on paper, and sent these to be entered by the project team. Another setting chose to gather individual student responses via a Google Form.

56% of settings provided feedback for the optional top tools activity. After discussing potential AI in education tools, groups were invited to identify their top and bottom 3 tools based on the balance between benefits and problems.

A form allowed submission of top and bottom 3 choices, along with an optional explanation of the reasons for the choice. Simple counts of how many times a tool appeared in the top and bottom 3 were used to analyse feedback, supported by qualitative review of reasons given.

30% of settings uploaded scans of student work from optional creative expressions worksheets. Inputs included drawings; typed and handwritten letters to the Department for Education; and hand drawn and computer-generated application designs.

Each was transcribed or described. Individual statements were extracted and then open coded for sentiment about AI (positive or negative), for themes, and for recommendations made (directly or implied). Coding was carried out by a single coder, with a cross-check from a colleague. Codes have been used to retrieve qualitative insights to support thematic analysis, rather than to report on prevalence of themes.

Recruitment & participation

6 weeks

23 settings

Schools, colleges and community workshops

> 50 workshops

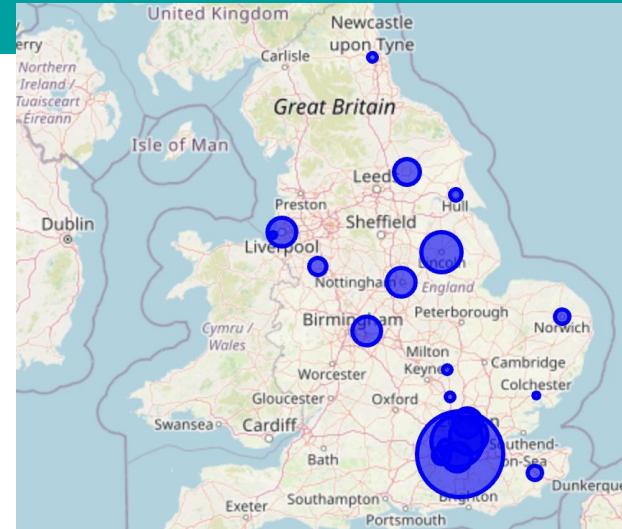
> 1089 students

The toolkit was released on 3rd November 2025 and promoted by a Department for Education mailing, and through social media posts. 141 individuals representing 137 educational settings registered to access the toolkit, and 23 ran workshop sessions providing feedback before the deadline of 15th December. Most took place in schools, either as part of existing timetabled lessons, or through off-timetable sessions.

To limit the data collection burden on participating groups, we collected basic demographics about each setting. We asked for details of the year groups taking part in each workshop and the number of participants in each session (which was not always provided). We estimate the results represent the involvement of at least 1089 students.

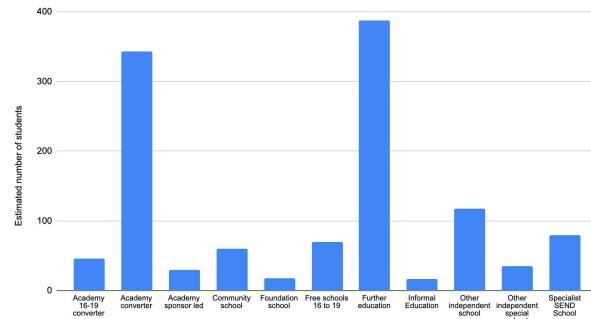
All but one of the settings participating were in an Urban area. Most students came from London and the South East, but we had representation from across England and a wide range of types of educational establishment, including state and independent schools, with an estimated 80 students participating from a specialist SEND school.

The large number of responses from further education incorporates one setting that invited students to individually vote on statements through an online survey (separate from the pol.is voting system), accounting for 346 students. These responses are not directly included within the pol.is voting analysis (though they have been used to cross-check [pol.is](#) response validity). The pol.is voting reflects a balance of year groups.



Data on participating settings: location, type and number of students engaged

Students by setting type





Limitations

The distributed dialogue approach can reach a larger group of participants than direct delivery of participatory workshops.

However, this comes with compromises:

- **There is variation in session delivery.** Facilitator feedback highlighted challenges covering all material in hour-long sessions, and some teachers reported adapting materials for their group. This can be a strength, but also means that teacher's own views may skew conversations in some settings.
- **We have limited demographic information.** To limit the data collection burden on participating groups, we collected only basic demographics about each setting. Whilst we can link voting responses to school demographics, we were not always able to link qualitative and quantitative responses to particular individual workshop sessions when a setting had run multiple workshops (e.g. with different year groups).
- **We used [pol.is](#) to gather group rather than individual responses.** Recognising that not all groups had access to individual devices, and working within the account limits on the Policy Lab [pol.is](#) platform, we asked groups to vote on their response to each statement, and take the majority view. This can lead to minority views on each question being underrepresented, and may affect some of the clustering of statements, particularly given a relatively low overall sample size. One setting invited individual students to respond to 10 starting statements in a Google Form, yielding 346 individual votes. Comparing agree/disagree positions to [pol.is](#) votes reveals that individual votes tightly track group votes on statements with high consensus, but there is greater variation in individual voting on lower consensus statements.

These limitations have been accounted for in how data is presented, focussing on highlighting general trends and themes, rather than presenting a representative statistical account of student views.

Evidence & analysis

Voting & clusters

Voting & clusters

After learning about potential tools for AI in education, and exploring different issues with AI **we asked student groups to vote on a set of statements**, and to suggest their own.

Statements were shown in a random order. Groups could agree, disagree, or pass if unsure.

We used the [pol.is](#) platform to record responses, and cluster results: building a picture of different student perspectives on AI in education.

Almost everyone agreed that **AI tools should be officially checked for safety, accuracy and bias before deployment in education** and that **AI should never replace face-to-face time with teachers**.

Cluster 1 AI sceptics

24 groups – 49%

AI use should not be compulsory. There should be restrictions on data sharing with AI, and on where AI is used.

Cluster 2 Trusting users

16 groups – 33%

AI must be accurate, and AI tools tailored for educational use. Then it can be a useful part of learning.

Cluster 3 Self-assured users

9 groups – 18%

Students should be allowed or encouraged to use AI and should take responsibility for being aware of its limitations.

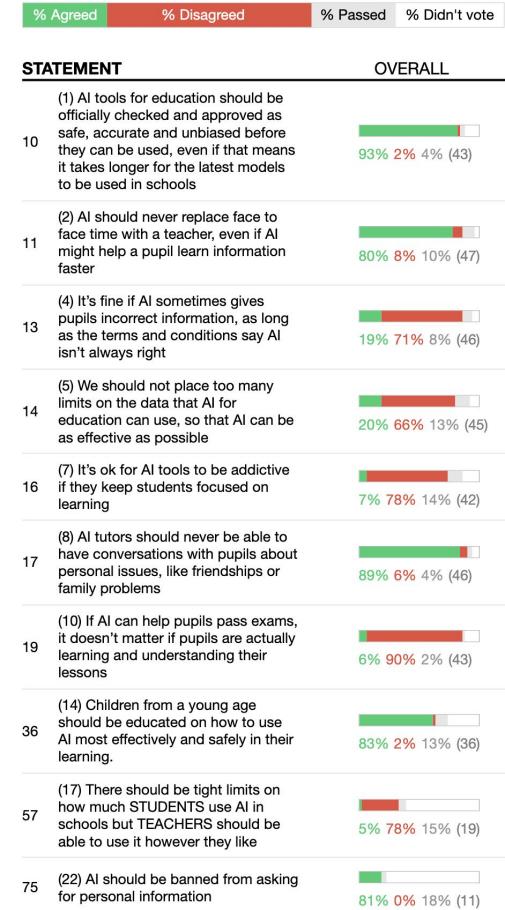


Consensus statements

10 voting statements saw high levels of consensus.

- 93% of groups agree that "*AI tools for education should be officially checked and approved as safe, accurate and unbiased before they can be used, even if that means it takes longer for the latest models to be used in schools*"
- 89% of groups agree that AI tutors should not be able to have conversations with pupils about personal issues.
- 83% of groups believe children from a young age should be educated on how to use AI most effectively and safely in their learning.
- 80% of groups agree that "*AI should never replace face to face time with a teacher, even if AI might help a pupil learn information faster*"
- 66% of groups rejected the idea of allowing AI tools unlimited access to education data

Note: statements were presented to groups in random order, but higher numbered statements were introduced later in the feedback period, so will have been seen by fewer groups.





Cluster 1: AI sceptics (24 groups – 49%)

This cluster voted unanimously that AI tools for education:

- must be proven safe, accurate and unbiased before use
- must not use 'addictive' mechanics to maintain engagement
- should have clear limits on the data they use
- should not be made mandatory in the classroom

They were supportive of limits on student use of AI.

This reflects student concerns about the accuracy of AI systems, fears about safety and data protection, and a sense that AI might disrupt important student-teacher relationships.



Defining statements

Statements which make this group unique, by their votes:

(1) AI tools for education should be officially checked and approved as safe, accurate and unbiased before they can be used, even if that means it takes longer for the latest models to be used in schools

100% 0% 0% (22)

(6) Sometimes students will have to use AI in the classroom, whether they want to or not

0% 91% 8% (23)

(7) It's ok for AI tools to be addictive if they keep students focused on learning

0% 100% 0% (22)

(5) We should not place too many limits on the data that AI for education can use, so that AI can be as effective as possible

0% 90% 9% (22)

(16) There should be tight limits on how much TEACHERS use AI in schools but STUDENTS should be able to use it however they like

0% 90% 9% (11)

% Agreed % Disagreed % Passed % Didn't vote

Education with and without AI.
Creative Feedback, Year 6
student, Primary Academy.

Cluster 2: Trusting users (16 groups – 33%)

This cluster voted unanimously that:

- sometimes AI use could be mandatory in class
- it is not ok for AI to give pupils incorrect information

There was strong support in this cluster to schools to have AI systems that students can use independently to support their learning, and for the idea that AI tools should support students in being accountable for their AI use.

This group either assume that AI tools are already accurate and safe, or are focussed on targeted use of AI to support particular aspects of learning.

Defining statements

Statements which make this group unique, by their votes:

15	(6) Sometimes students will have to use AI in the classroom, whether they want to or not	 93% 0% 6% (16)
59	(19) Students should tell teachers when their work has been made or supported with AI - and the AI tools should help them do this.	 100% 0% 0% (6)
34	(12) Schools should have AI systems that students can use independently to support their learning	 83% 16% 0% (12)
13	(4) It's fine if AI sometimes gives pupils incorrect information, as long as the terms and conditions say AI isn't always right	 0% 93% 6% (15)
77	(24) AI should be monitored by teachers	 0% 100% 0% (1)

Dear Det of Education,

I strongly believe that AI would greatly benefit the educational system. The reasons why I believe this are it can help teach students and teachers, it can give quick corrections to mistakes made by teachers and students as well as give a detailed explanation on what is incorrect a how to improve so that the mistake won't be made

Dear AI creator,

I think that AI should be used for question in maths and similar subjects that have calculated answers where there is only one set answer, and it could be calculated correctly, and you will be able to use the same technique in later life and the world of work. It should be used as an advanced calculator and not generative or used for topics where there are opinions or multiple answers.

To Department of Education,

I think we should be able to use AI to create images and create independent learning tools to help us with our learning as teachers can't help everyone at the same time. It would also be good to make resources to help other people who might be stuck on the same thing as you. However, I don't think that we should rely on AI as it controls how much information we take in, and we wouldn't learn much.

Creative feedback: Letters to AI Makers and Decision Makers. Year 9, Mixed Community School.

Cluster 3: Self-assured users (9 groups – 18%)

This is a small cluster, with few unanimous defining statements. However:

- it is the only cluster where a majority agree it is ok to AI to give incorrect answers, and for AI to sound like it has feelings
- it is the only cluster to dismiss environmental concerns
- it is the cluster most likely to be positive about AI image generation
- it is the cluster most likely to object to requirements that students should tell teachers when they've used generative AI, and to be comfortable with AI 'teaching to the test'

This cluster included a higher representation of independent schools. It may represent a group of students more assured of their own ability, or the ability of their teachers to support them to navigate the use of current AI systems well.

What it does?
The app is an app that helps teachers to explain concepts through AI generated videos. It can be used for diagrams like in science or helpful videos that explain how to do a certain math problem or more.

Benefits
The app has many benefits that help with ease of use and simplicity. The app features filters that make sure that the app only gives relevant and appropriate content. Students can also use it to revise and understand other topics at home. It will also create flashcards and questions.

Features

- Set homework
- Set revision
- Create video lesson
- Mathematical Quiz
- Set quizzes
- Previous results
- Enter prompt here
- Add to teacher forum
- save

What it does?
It makes worksheets based on your ability and you complete a test to see your ability and where you are.

Features

- Different worksheets based on your ability
- We will give children a personal experience
- Different languages so could have foreign students
- Weekly forms to check where you are
- Adaptive

Benefits

- Would give teachers more time to prepare different tests and presentations
- More personal experience
- If students are ahead they do not have to wait

Important things to think about

- If the worksheets are wrong then it would teach them the wrong information
- It is not reliable
- There are lots of different ways to say different words in other languages so could be confusing
- If the student performs badly on the test then the worksheets would be too easy

Selected statements

Statements on which this cluster varies.

(4) It's fine if AI sometimes gives pupils incorrect information, as long as the terms and conditions say AI isn't always right



66% 11% 22% (9)

(5) We should not place too many limits on the data that AI for education can use, so that AI can be as effective as possible



50% 25% 25% (8)

(9) It's okay for an AI to sound like it has feelings, even if we know it doesn't



66% 11% 22% (9)

(13) AI needs a lot of data to be effective. We should wait until all the privacy and data protection issues are sorted out before we start to use it in education.



37% 25% 37% (8)

(10) If AI can help pupils pass exams, it doesn't matter if pupils are actually learning and understanding their lessons

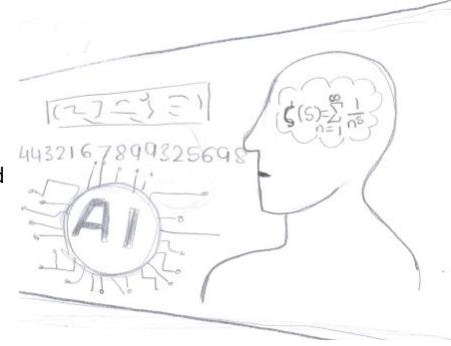


28% 57% 14% (7)

% Agreed % Disagreed % Passed % Didn't vote

Creative feedback

App designs for AI in education. Year 6 - 8. Mixed independent school.



Visions of AI. Year 9 Mixed Community School □



Suggested statements

Around 50 additional statements were submitted by participating groups. 14 were edited and included for future groups to vote on. A number were duplicates. Other statements suggested included:

- Students should be able to use AI to help them get started on work, but should have to tell the teacher how they have used it.
- It would be better to have an AI tool set a lesson if your teacher is off, rather than having a substitute teacher.
- Schools should not use AI because of its environmental impact, even if it is beneficial for education.
- There is no reason to use AI image generation.
- There should be restrictions on how both students and teachers use AI.
- AI should be blocked from your school internet browser.
- Parents and teachers should be able to set limits on a young person using AI.
- AI needs to consider students' mental health vulnerabilities.
- AI should be monitored closely.

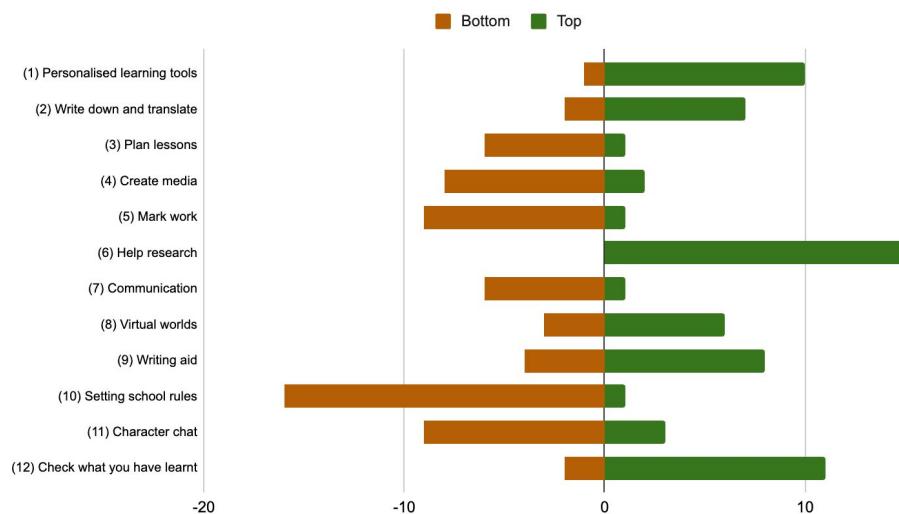
Top tools

Top tools

During the learning phase of the workshop, we asked students to consider different AI for education tools, and to discuss the benefits or problems of these tools.

22 groups sent in their top three tools where benefits outweigh problems, and their bottom three, where problems are greater than benefits.

Top and bottom tool ratings



Top tools put students in control of their own research, allow students to work at their own pace, and focus on personalised *consolidation* of learning.

"[these] would support us without feeling like it was cheating or we weren't learning the information."
— Year 6 group

AI for lesson planning and marking featured most commonly in the bottom three ranking.

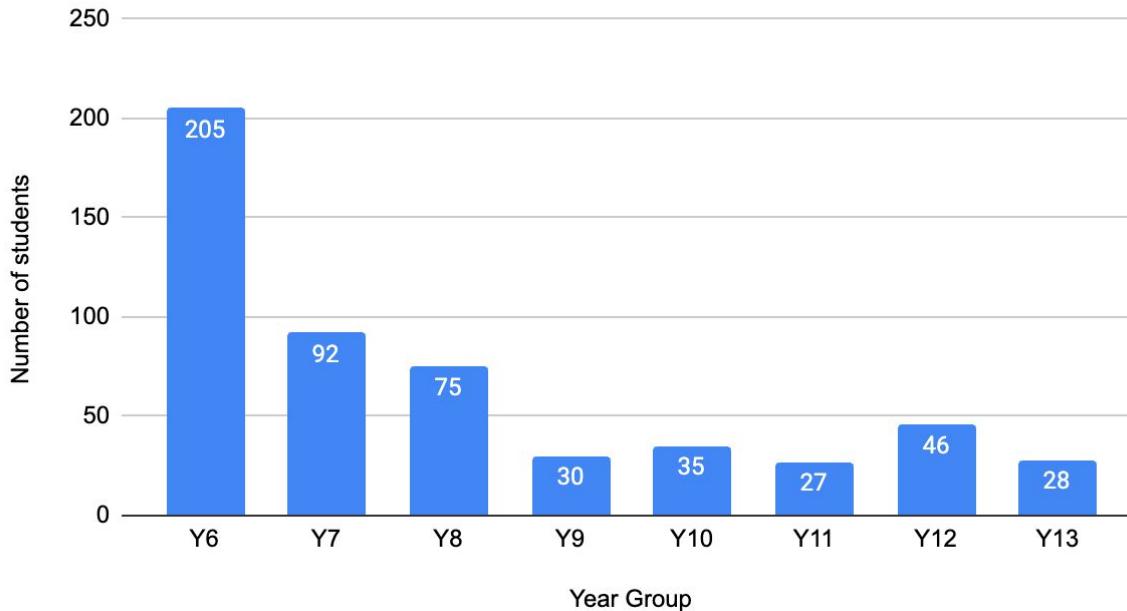
"Work is something we put a lot of effort into and we feel it needs to be read by a teacher." — Year 6 group



Top tools: in detail

13 settings (over 22 different sessions) provided feedback to the tools activity, representing input from 538 students, with a slant towards younger year groups.

Respondents to tool activity by year group



The slide features four cards, each illustrating a different AI tool and its potential applications:

- (1) Personalised learning tools**: Shows a robot icon. *What if* a school provided generative AI tools that created:
 - different worksheets for each student based on your past work
 - a study chatbot that uses data about you to help you learn*Tags:* Personalised learning, Accessibility
- (2) Write down and translate**: Shows two speech bubbles, one with Chinese characters. *What if* a teacher used generative AI tools to:
 - automatically create notes from lessons or classroom discussions
 - translate notes for students who speak different languages*Tags:* Accessibility
- (3) Plan lessons**: Shows a teacher icon. *What if* a teacher could use generative AI to:
 - create a lesson plan specially for the needs of each class
 - automatically create slides and worksheets for the lesson*Tags:* Creating content, Reducing teachers work
- (4) Create media**: Shows a video camera icon. *What if* a teacher could use generative AI to:
 - make images, videos and media for a classor you could use generative AI to:
 - make media for your homework*Tags:* Creating content, Creative Learning

Top tools: supporting research and personalised consolidation

Problems

You won't get encouraged by an actual person.

It may make people feel none valued.

Others may make fun of you that you are dumber than them because you have easier work.

The diagram illustrates the comparison between AI-generated worksheets and those created by teachers. On the left, under 'problems', a hand-drawn list includes: 'Bad ☹', 'The questions may be too hard to answer.', 'AI may make mistakes in the problems.', and 'It may get the wrong appinion of you.' On the right, under 'Benefits', a hand-drawn list includes: 'Good ☺', 'It could be fun but also educational.', 'It could save the teachers time.', 'Quicker than a teacher.', and 'It's creating worksheets for each student based on your past work.' Below the lists are two screenshots of digital interfaces. The top interface shows a 'Personalised learning tools' section with a note: '(1) Personalised learning tools What if a school provided generative AI tools that created: different worksheets for each student based on your past work a study chatbot that uses data about you to help you learn'. The bottom interface shows a 'Check what you have learnt' section with a note: '(12) Check what you have learnt What if a teacher could use generative AI to: create quizzes or tests to check what you have learnt run a quiz just for you that gives tips on what you did well or not'. Both interfaces include a 'Tags: Creating content Personalised learning' footer.

Benefits

It quicker than a teacher.

Smarter than a teacher.

They can't get mad at you.

You will have better education.

The most popular uses of AI in school were to help research, generate quizzes and tests, and provide personalised learning tools. Comments focussed on the way in which these tools can put students in control of their own learning, allow students to work at their own pace, and focus on personalised consolidation of learning.

"We thought these would be most helpful in the classroom and would support us without feeling like it was cheating or we weren't learning the information." — Class feedback, Year 6 group.

Writing aids and tools to transcribe and translate lessons also received a degree of positive feedback, with one group focussed on how writing aids can generate custom 'WAGOLL (what a good one looks like)' examples. However, concerns were also expressed about having transcription tools recording a whole lesson.

"[Transcription tools could be] useful for non-native speakers and for those who missed lesson, but [we have] concerns about it capturing irrelevant material (student chatter, teacher telling off student) and mishearing words." — Class feedback, Year 9 group.

One group commented that writing aid tools could lead to a loss of skills if students become reliant on them: *"You might as well have asked it to write to for you in the first place if it automatically improves."* (Group feedback, Years 7 - 10)

Student worksheets: Year 6 group.

Mixed picture: engagement, accuracy and ethics

Mixed views are evident on tools designed to make learning more engaging, such as AI-generated virtual worlds, and 'character chat' with simulated historical figures. Accuracy was a key concern:

"We liked character chat as we thought being able to talk to a famous figure or historical figure could really make a subject more interesting providing the information it gave was accurate."

— Class feedback, Year 6

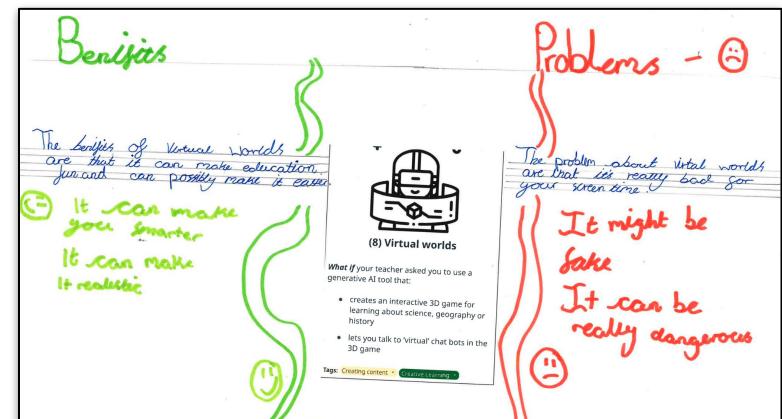
"[Character chat was seen] as inauthentic. How could we understand the character's entire thought process based on some of their writing (possibly from a long time ago)."

— Class feedback, Year 9

The use of AI to set school rules, in school communications, to generate media for learning all appeared more in groups bottom-3 than top-3 rankings. Some of the concerns about AI-generated media focussed on intellectual property, ethical and employment concerns:

"AI has to source media from other sources - steals work from other artists and it is cheaper to use AI than people."

— Class feedback, Year 13



Student concerns: lesson planning, marking & setting rules

The image displays four hand-drawn worksheets from Year 6 students, each featuring a title, a central box with text and icons, and a 'Good Points' section on the left and a 'Bad Points' section on the right.

- Lesson Planning:** Title: Problems X. Box: "The problem is that if a teacher could use generative AI to create a lesson plan specially for the class, it would save time." Icons: A person at a desk with a computer monitor. Bottom: "What if a teacher could use generative AI to..."
 - create a lesson plan specially for the class
 - automatically make slides and worksheets for the lesson Tags: Creating content, Reducing teachers work.
- Marking:** Box: "Teacher's will have more time to do more things. Teacher's will not be as tired." Icons: A person at a desk with a computer monitor. Bottom: "What if a teacher could use generative AI to..."
 - mark your written work
 - automatically write your school report Tags: Assessment, Reducing teachers work.
- Lesson Planning (continued):** Box: "AI is smart and it's smarter than teachers. It can help with education." Icons: A person at a desk with a computer monitor. Bottom: "What if a teacher could use generative AI to..."
 - mark your written work
 - automatically write your school report Tags: Creating content, Reducing teachers work.
- Setting School Rules:** Title: Positive, Negative. Box: "It could help pick some good rules for bullies. It can help to pick healthy food choices so that children can pick good food." Icons: A star and a document. Bottom: "What if the head teacher could use generative AI to..."
 - write school rules on bullying, healthy eating, etc. to keep staff happy
 - write school sports
 - make rules to keep staff happy
 - make rules Tags: Setting school rules.

Key: ✅ = positive ❌ = negative

The use of AI to plan lessons and mark work featured commonly in the bottom-3 rankings. Comments addressed how AI-driven lesson planning would compare to teachers' ability to tailor lessons based on their knowledge of a class, and concerns about the amount of data that AI would require to personalise or mark content well. The relational aspect of marking was also prominent:

"Work is something we put a lot of effort into and we feel it needs to be read by a teacher." — Class feedback, Year 6

Students expressed concerns about feeling 'judged' by AI systems, and that their judgements may not be sensitive to the particular situation a student is in.

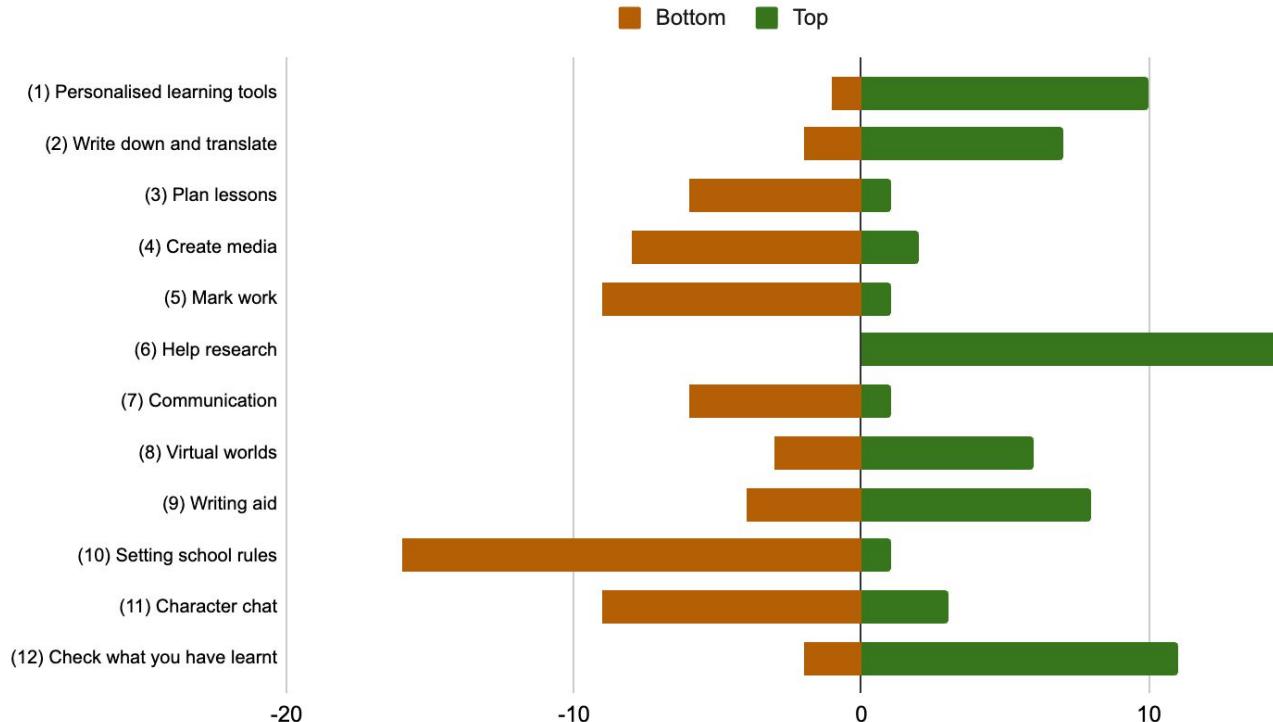
Throughout creative feedback, there is a common theme of concern that AI-driven lessons would involve a loss of human contact, and would undermine student-teacher relationships.

Concerns about the use of AI to set school rules focussed on the fact AI systems would not know the school well, or would require a lot of data to do so, as well as a sense that this is not something digital tools should be getting involved in.



Overall tool rankings (count of votes)

Top and bottom tool ratings



An A-Z of additional themes

Additional themes

- Groups shared various free text inputs, and students from seven settings submitted over 100 items to creative feedback, including letters to AI makers and decision makers, drawings of education “with and without AI”, and annotated education app designs.
- Groups were also invited to share ‘parking lot’ themes that arose in discussions, but fell outside the questions asked by the workshop.
- One workshop was video recorded, and students interviewed afterwards with their responses transcribed.
- We coded common themes and recommendations across these sources, identifying an initial set of over 100 themes.
- We have presented these as an A - Z of themes for AI makers and decision makers to reflect on. Bullet points are paraphrased from student feedback. Direct quotes are indicated.

image_generation inflexibility hostile_ai
data_protection job_loss mental_health
identity homework_marking future_skills
bad_for_learning computers
discovery efficiency peer
accuracy chatbots
student-teacher_interaction
class_interactions peer-to-peer send bias
supporting_learning
revision creativity harmful_content
saves_teachers_time reliance
fairness bullying
hard_work social_relationships
ambition speed cool costs research
absent_students cheating personalised_work
enjoyment_of_learning copyright
addictive makes_us_lazy critical_thinking
environmental_impact learning_resources
fake_content personalised_feedback

An A - Z of additional themes (paraphrased student views)

- A. **Accuracy** – AI can be inaccurate: but who would get into trouble for giving a wrong answer? Who is responsible for making educational AI is factually correct?
- B. **Business** – Will there be regulation of the companies making large language models? Companies should put the education, aspiration and thirst-for-knowledge of students before profit.
- C. **Cheating** – Lazy students might use AI to cheat, and that might impact on everyone if it changes grade boundaries. “With AI, I feel like a cheat. I feel so bad.”
- D. **Data protection** – School wouldn’t introduce any tools unless all the data protection is in place. “Data from our conversations or questions might be collected - There is no guarantee of privacy.”
- E. **Environment** – I think AI should be banned because it is bad for the environment. Every school is against wasting paper, so why use AI? AI consumes a massive amount of resource for things that could be done more ethically by a human.
- F. **Future skills** – AI in education is the smart choice: future jobs will include AI. AI will soon be in everything. Introduce it early so we can learn for our future.



An A - Z of additional themes (paraphrased student views)



- G. Games** – AI could be used to make learning games, and make learning fun. It could engage students who are typically disinterested. Teachers could make a game of ‘beat the AI’ to motivate students.
- H. Homework** – “AI can help you with your homework.” Not everyone has access to the same AI at home. If we’re using AI for homework, we need educational AI everyone can access at home too.
- I. Inequality** – “Not all students have access to the internet with or without parent controls.”, “I don't want to see generative AI used in education... some people wouldn't be able to use it, so some would have an advantage.”
- J. Judgement (feeling judged)** – An AI marking tool might get the wrong opinion about you.
- K. Knowledge** – “Jobs like healthcare, lawyers, and other jobs that deal with the lives of people are protected because students study using their own knowledge, not just using AI to do their homework in order to graduate without gaining actual knowledge needed for the job.”
- L. Language** – “While AI could be very useful to people trying to learn in different languages, it can and likely will make mistakes, affecting children's independence and knowledge of specific subjects.

An A - Z of additional themes (paraphrased student views)

- M. **Mental health** – Promoting the use of generative AI like chatbots is a risk factor for mental health issues. We're worried about increasing loneliness if students talk to bots rather than actual people and teachers.
- N. **Navigating school** – AI could help make our timetable better. AI could help you sign up for clubs and activities. AI tools could focus on helping students navigate school.
- O. **Outdated information** – AI may be giving us out of date information.
- P. **Personalisation** – With AI, everyone might have different work on their desk. "We will be able to use more personalized tools to adjust to our pace. We can receive instant feedback instead of waiting for days." It might be trickier to help the person sitting next to you.
- Q. **Quizzes** – AI could generate custom quizzes to help us consolidate our learning.
- R. **Reliance** – "Education with AI has both positive and negative outcomes. Positive in the sense that it will help students learn faster and assist in explaining clearly at their own convenience. Negative in the sense that students can become overly dependent on AI to the point that they cannot think solely for themselves."
- S. **Screen time & social interaction** – We don't want to be spending more time on screens. We want social interaction in our classrooms.



An A - Z of additional themes (paraphrased student views)



- T. Teachers** – AI should not get in the way of our relationship with teachers. Teachers know us in a way AI can't - and they can understand and support us. AI could help teachers have an easier job. I want to know teachers are still thinking about us.
- U. Uncertainty** – AI tools should say when things are not certain or when they don't know the answer.
- V. Virtual reality** – AI could be used to help create virtual learning spaces that are more engaging.
- W. Wrong advice** – AI shouldn't be giving advice if it might give the wrong advice.
- X. X-risks** – AI could be dangerous for our future.
- Y. Youth voice** – "Keep listening to feedback of the younger generation: we are the voice of the next generation. We will impact and shape the future."
- Z. Zoom out** – Improving education is not just about AI. "Education would be fine without AI, so long as the higher-ups actually do something to improve the foundation of the education system."

Conclusions & future opportunities



Recommendation & future opportunities

For generative AI to play a positive role in education, it is vital that AI developers, policy makers, school leaders and individual teachers engage in ongoing dialogue with students, and listen to their ideas and concerns.

- **Take the time to get generative AI in education right.** Students want assurance that AI is accurate, and that bias and safety risks of AI are well addressed *before* it is deployed in the classroom. Focus on limited classroom and homework uses of AI, rather than AI everywhere.
- **Embed a role for students in decision-making on AI.** AI for education should be co-designed with student input. Support should be available for teachers and education leaders to have ongoing and informed dialogue with students about shared expectations around AI in education. The ‘workshop in a box’ demonstrates the feasibility and value of a deliberative approach.
- **Build student agency in a world of AI.** Young people hold a diversity of attitudes towards AI and its future use. Support students to learn about the pros and cons of particular uses of AI, and to make informed individual and collective choices about when and how they engage with it.

For more resources, see <https://connectedbydata.org/ai-in-education/>.

Acknowledgements & links



Acknowledgements

This [Generative AI in Education Workshop in a Box](#) was commissioned by the Department for Education, and written by Connected by Data, the campaign for communities to have a powerful say in decisions about data and AI.

Draft resources were reviewed for accuracy, balance and approach by: Beckett LeClair (5Rights Foundation), Florence Ackland (PSHE Association), Graham Tavener (Connected by Data Fellow, FE Lecturer), James Vincent (Bath Spa University), Jen Persson (Defend Digital Me), Jeni Tennison (Connected by Data), Louise Couceiro (Department of Education, University of Oxford), Melvin Riley (National Youth Technology Council), Rebecca Eynon (Oxford Internet Institute and Department of Education, University of Oxford), Sarah Turner (University College London), Tania Duarte (We and AI).

The lead authors were Tim Davies and Jeni Tennison. Editorial support was provided by Emily Macaulay. Illustrations by Imogen Shaw.

Thank you to all the students, teachers, school leaders and facilitators who took part in Generative AI in Education: Have your Say.

The resource does not necessarily reflect the views, opinions or policy positions of any of the individual contributors or authors.

AI Disclosure Statement

We used AI to support this research in the following ways:

- We made limited use of Claude 4.5 Sonnet via AirTable to support **transcription** of some written work, cross-checked by a human editor.
- We used MacWhisper with Parkeet 2 model for speech recognition to aid further **transcription** of work, again cross-checked by a human editor.
- We used Google Colab and Gemini models to assist in **writing python code** for **geographic visualisation** of respondent locations.
- [Pol.is](#) uses a set of algorithms to **cluster data**, but does not directly use either machine-learning or generative AI approaches.

We have not made use of generative AI tools in the data analysis or report writing.

<https://connectedbydata.org/ai-in-education/>