<!DOCTYPE html>

<html lang="en">

<head>

<meta charset="UTF-8">

<meta name="viewport" content="width=device-width, initial-scale=1.0">

<title>How US College Students are using AI in 2025: A Quantitative Snapshot</title>

<meta name="description" content="Explore how US college students are leveraging AI in 2025 for academics, from research to writing, and discover their concerns and expectations of AI in higher education.">

<!-- Tailwind CSS CDN -->

<script src="https://cdn.tailwindcss.com"></script>

<style>

body {

font-family: 'Inter', sans-serif;

background-color: #f8f9fa;

color: #343a40;

}

.container {

max-width: 1000px;

}

h1, h2, h3 {

color: #212529;

font-weight: 700;

}

table {

width: 100%;

border-collapse: collapse;

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margin-bottom: 1.5rem;

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border-radius: 0.5rem;

overflow: hidden; /\* Ensures rounded corners apply to content \*/

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th, td {

padding: 1rem;

text-align: left;

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}

th {

background-color: #e9ecef;

font-weight: 600;

}

tr:last-child td {

border-bottom: none;

}

img {

max-width: 100%;

height: auto;

border-radius: 0.5rem;

box-shadow: 0 4px 8px rgba(0, 0, 0, 0.1);

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margin-bottom: 1.5rem;

display: block; /\* Ensures proper spacing \*/

margin-left: auto;

margin-right: auto;

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.chart-container {

display: flex;

flex-wrap: wrap;

justify-content: center;

gap: 2rem;

margin-top: 2rem;

margin-bottom: 2rem;

}

.chart-item {

flex: 1 1 calc(50% - 2rem); /\* Two items per row on larger screens \*/

min-width: 300px; /\* Minimum width for charts \*/

max-width: 450px; /\* Max width for charts \*/

background-color: #ffffff;

border-radius: 0.75rem;

padding: 1.5rem;

box-shadow: 0 6px 12px rgba(0, 0, 0, 0.15);

display: flex;

flex-direction: column;

align-items: center;

text-align: center;

}

@media (max-width: 768px) {

.chart-item {

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max-width: 100%;

}

}

</style>

</head>

<body class="p-4 sm:p-8">

<div class="container mx-auto bg-white p-6 sm:p-10 rounded-xl shadow-lg">

<header class="text-center mb-10">

<h1 class="text-4xl sm:text-5xl font-extrabold mb-4 leading-tight">How US College Students are using AI in 2025: A Quantitative Snapshot</h1>

<p class="text-lg text-gray-600">

In 2025, Artificial Intelligence (AI) has become an omnipresent force on US college campuses, as common in classrooms as laptops once were. The rise of College AI is undeniable, transforming how students approach research, writing, and studying. This pervasive integration, however, is not without its complexities, sparking a debate between the promises of productivity and innovation versus concerns about authenticity and academic integrity. As one student aptly puts it, "It's like having a genius roommate—except it never sleeps." For many, College AI is now as essential as textbooks.

</p>

</header>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Why Students Are Turning to AI and How They’re Using It</h2>

<p class="mb-4">

With the influx of AI tools, academic lives are being transformed as College AI becomes an indispensable study partner. A significant 67% of students are leveraging AI Assistant for information searching and research, enabling them to pull information rapidly (Digital Education Council, 2024), which highlights AI Assistant’s role in accelerating the initial stages of academic inquiry. Additionally, Writing AI is a common aid for writing, with 33% of students using it for brainstorming, 24% using it for refining ideas and 24% using it for organizing (Vee, 2024), streamlining the writing process from ideation to refinement. For students in technical fields, AI Assistant serves as a coding assistant, helping with debugging and learning new programming languages, providing invaluable on-demand support for navigating complex coding challenges. Furthermore, AI excels at explaining difficult concepts, with 47% of students using it for getting information and understanding complex ideas (Reeves, 2025), making it an accessible and immediate resource for clarifying academic material. As a student notes, "When I'm stuck, I just ask an AI Assistant like ChatGPT. It's like talking to a TA on demand." Indeed, a staggering 90% of students are found to invariably use AI for their academic routines (Vee, 2025).

</p>

<h3 class="text-2xl font-semibold mb-4">Student AI Usage by Purpose</h3>

<div class="flex justify-center">

<img src="generated:student\_ai\_usage\_by\_purpose.png-530706707219355103510248dcbc149ce32" alt="Student AI Usage by Purpose Chart" class="w-full max-w-2xl">

</div>

<p>(Anthropic, 2025) <br><br>The horizontal bar chart above illustrates **student AI usage by purpose in 2025**. It clearly shows that students most commonly use AI Assistants for **study support** and **conversational interaction**, with writing assistance being the least common use case among those listed.

</p>

<table class="w-full text-sm sm:text-base">

<thead>

<tr class="bg-gray-100">

<th class="py-3 px-4 rounded-tl-lg">Purpose</th>

<th class="py-3 px-4 rounded-tr-lg">% of Students</th>

</tr>

</thead>

<tbody>

<tr><td>Study Support (ChatGPT more beneficial than tutors)</td><td>90%</td></tr>

<tr><td>Conversational AI Interface Appreciation</td><td>85%</td></tr>

<tr><td>Information Searching/Research</td><td>67%</td></tr>

<tr><td>ChatGPT Specific Use</td><td>66%</td></tr>

<tr><td>Concept Understanding</td><td>53%</td></tr>

<tr><td>Problem Solving/Brainstorming</td><td>51%</td></tr>

<tr><td>Writing Assistance</td><td>40%</td></tr>

</tbody>

</table>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">What Students Want from AI (And What They're Still Not Getting)</h2>

<p class="mb-4">

There's a palpable fear of being left behind if they don't embrace these College AI tools, with students expressing concern about being disadvantaged if they don't adopt AI Assistant platforms or Writing AI. Students desire AI that offers a more human-like conversational experience; they "emphasize ChatGPT's ability to prompt and engage in natural conversations" for academic support (Digital Education Council, 2024) and appreciate its ability to "engage in natural conversations with users, without relying on complex natural language processing" (Digital Education Council, 2024). This preference for intuitive and natural interaction highlights a desire for Paper AI that mimics a knowledgeable peer. That said, there is a definite concern regarding the lack of well-defined policies about the fair use of College AI. Students are looking for guidelines that make sense, with a strong preference for institutions to teach them how to use AI Assistant tools responsibly rather than simply banning it. "I don't want to get left behind because I can't afford premium Writing AI tools," illustrates the concern about equitable access and the potential for a "tech privilege" gap in College AI.

</p>

<h3 class="text-2xl font-semibold mb-4">AI Tool Preferences Among Students & Student Use of AI for Learning Acceleration</h3>

<div class="flex justify-center">

<!-- Placeholder for the combined chart from Article2.docx -->

<img src="https://placehold.co/800x400/e0e0e0/000000?text=AI+Tool+Preferences+%26+Learning+Acceleration+Chart" alt="AI Tool Preferences Among Students and Student Use of AI for Learning Acceleration" class="w-full max-w-3xl">

</div>

<p>(Anthropic, 2025)</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">What Concerns Students About Their AI Use?</h2>

<p class="mb-4">

The integration of Paper AI and AI Assistant into academia is not without its hurdles, leading to significant pain points for students. A considerable proportion of students worry about receiving incorrect information from Writing AI. This "too good to be true" sentiment is widespread, with 47% expressing skepticism about AI Assistant capabilities (ACM Digital Library, 2024) and 65% concerned about the reliability of AI-generated content (Digital Education Council, 2024). Students often struggle to verify Paper AI output accuracy, with 71% facing this challenge (Educational Technology Research, 2024).

</p>

<p class="mb-4">

A major source of anxiety is the fear of false accusations of cheating due to unreliable AI detection tools. As one student recounts, "I got flagged for cheating because of an AI detector glitch—and I didn't even use ChatGPT." This fear is not unfounded, as non-native English speakers and scholars with unique writing styles worry about being wrongly accused of Paper AI cheating (Giray, 2024). Students report having been wrongly accused of cheating and being given failing grades by unreliable Writing AI detection tools. The socioeconomic divide plays a significant role in College AI access and attitudes, with higher-income students more amenable to ChatGPT use than their lower-income counterparts, which highlights a concerning "tech privilege" and economic disparity in AI Assistant tool accessibility.

</p>

<h3 class="text-2xl font-semibold mb-4">Trust and Reliability Concerns</h3>

<div class="flex justify-center">

<!-- Placeholder for the Trust and Reliability Concerns chart from Article2.docx -->

<img src="https://placehold.co/800x400/e0e0e0/000000?text=Trust+and+Reliability+Concerns+Chart" alt="Student Concerns About Trust and Reliability of AI" class="w-full max-w-2xl">

</div>

<p>(Anthropic, 2025)</p>

<h3 class="text-2xl font-semibold mb-4">Student AI Confidence Levels</h3>

<div class="flex justify-center">

<!-- Placeholder for the Student AI Confidence Levels chart from Article2.docx -->

<img src="https://placehold.co/800x400/e0e0e0/000000?text=Student+AI+Confidence+Levels+Chart" alt="Student AI Confidence Levels Chart" class="w-full max-w-2xl">

</div>

<p>(Anthropic, 2025)</p>

<p class="mb-4">

The data reveals a stark contrast: while a substantial number of students use Writing AI, a majority feel unprepared to effectively navigate its complexities and believe their institutions' staff are not adequately equipped to guide them in Paper AI use.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Fear of the Fade: Is AI Hurting Real Learning?</h2>

<div class="flex justify-center">

<!-- Placeholder for the Student AI Concerns by Category infographic from Article2.docx -->

<img src="https://placehold.co/600x800/e0e0e0/000000?text=Student+AI+Concerns+by+Category+Infographic" alt="Student AI Concerns by Category Infographic" class="w-full max-w-xl">

</div>

<p>(Anthropic, 2025)</p>

<p class="mb-4">

A critical concern among students is the potential negative impact of AI Assistant on fundamental learning processes. Many students worry that over-reliance on Paper AI could erode their critical thinking skills, with 49% expressing this concern (Vee, 2025). "It's easy to rely on Writing AI too much—sometimes I wonder if I'm thinking less," is a common sentiment. Indeed, 50% of students believe over-reliance negatively impacts academic performance (Digital Education Council, 2024).

</p>

<p class="mb-4">

There's a fear that College AI might foster a dependence on tools rather than encouraging genuine effort and deeper understanding. Students are concerned that critical thinking abilities will be lost as a result of AI over-use. While Paper AI can aid in brainstorming, there's also concern about its potential to stifle true creativity; some students "see it as a threat to creative fields that encourages and enables bad academic habits" (ACM Digital Library, 2024).

</p>

<h3 class="text-2xl font-semibold mb-4">Student AI Concerns by Category (Detailed Charts)</h3>

<div class="chart-container">

<div class="chart-item">

<h4 class="text-xl font-semibold mb-2">Academic Integrity</h4>

<img src="generated:student\_concerns\_academic\_integrity\_pie.png-7698840865432446038b8a88a3e751f0c56" alt="Academic Integrity Concerns Pie Chart">

</div>

<div class="chart-item">

<h4 class="text-xl font-semibold mb-2">Learning Impact</h4>

<img src="generated:student\_concerns\_learning\_impact\_donut.png-7698840865432447791b96f16fbcac3e59e" alt="Learning Impact Concerns Donut Chart">

</div>

<div class="chart-item">

<h4 class="text-xl font-semibold mb-2">Fairness & Equity</h4>

<img src="generated:student\_concerns\_fairness\_equity\_polar\_bar.png-7698840865432445448bb625f4f49168cc1" alt="Fairness & Equity Concerns Polar Bar Chart">

</div>

</div>

<p>(Anthropic, 2025)</p>

<p class="mb-4">

This data highlights a profound ethical and pedagogical challenge. Students are navigating a landscape where the boundaries of academic integrity are blurred, and they perceive inconsistencies in how College AI is approached by their educators.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Who's Using AI — and How? Meet the Four Student Types</h2>

<p class="mb-4">

Student attitudes towards AI usage vary widely, falling into four distinct categories. <strong>The Enthusiasts</strong> fully embrace College AI, seeing it as the future of learning and a "revolutionary tool that can enhance learning and working" (Digital Education Council, 2024). <strong>The Cautious Users</strong> find AI helpful but maintain a degree of skepticism, double-checking everything, and often express the "ChatGPT seems too good to be true" sentiment (ACM Digital Library, 2024). <strong>The Reluctant</strong> use Paper AI primarily out of necessity, feeling pressured to keep up with their peers, and worry that AI Assistants gives vent to undesirable academic habits. Finally, <strong>The Resisters</strong> actively avoid Writing AI tools, believing that true learning cannot occur if a bot does the work, and see AI Assistant as a "threat to creative fields" and authentic learning (ACM Digital Library, 2024).

</p>

<h3 class="text-2xl font-semibold mb-4">AI Attitude Spectrum Distribution</h3>

<div class="flex justify-center">

<img src="generated:ai\_attitude\_spectrum\_distribution.png-367807980311448469505432b64aa8caaf4" alt="AI Attitude Spectrum Distribution Among Students Chart" class="w-full max-w-2xl">

</div>

<p>(Anthropic, 2025)</p>

<h3 class="text-2xl font-semibold mb-4">How Often Students Use AI</h3>

<div class="flex justify-center">

<img src="generated:how\_often\_students\_use\_ai.png-1559798440218180622a28134bf762d2dcc" alt="How Often Students Use AI Chart" class="w-full max-w-2xl">

</div>

<p>(Anthropic, 2025)</p>

<p class="mb-4">

This data demonstrates that AI Assistants have become a routine part of academic life for a substantial majority of college students.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Rules of Engagement: How Students Are Regulating Themselves</h2>

<p class="mb-4">

In the absence of clear institutional guidelines, students are often creating their own informal rules of engagement for AI. Many students develop personal rules, such as using Writing AI for brainstorming but ensuring they write their own content, which indicates an effort to balance AI assistance with maintaining personal integrity. Discussions within peer groups and group chats are common, where students collectively define what's considered acceptable and what crosses ethical lines; "We talk about it in our group chat—what's okay and what's not," exemplifies this collaborative approach to navigating Paper AI ethics. Furthermore, students are actively trying to learn when and how to trust College AI output, developing a form of AI-literacy, which is crucial in an environment where formal training may be lacking.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">What Students Want Next: A Smarter, Fairer AI Future</h2>

<p class="mb-4">

Students have clear ideas about what they need from institutions and AI developers to foster a more effective and equitable AI-integrated learning environment. The overwhelming majority of students are dissatisfied with current university Writing AI support and want clearer, comprehensive guidelines. They are looking for policies that don't just ban Paper AI but teach them how to use it responsibly. Students also desire AI Assistant tools that are more reliable and transparent in their operations, addressing concerns about accuracy and trustworthiness. Lastly, ensuring equitable access to College AI tools is a key concern, addressing the socioeconomic divide that currently exists.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Conclusion: AI Is Here to Stay — But Students Want a Say</h2>

<p class="mb-4">

AI's role in academic life is undeniably transformative and permanent. From acting as a research assistant and writing helper to a coding sidekick and study partner, College AI has cemented its place in the daily routines of US college students. The statistics are clear: more US college students are using Paper AI for school-related purposes than ever before, with usage rates rising sharply last year. ChatGPT is particularly popular, with 64.77% of students reporting usage in the past month (Primary Research Group, 2025).

</p>

<p class="mb-4">

However, this widespread adoption comes with significant challenges and concerns. There is a dramatic contrast between high AI usage and low student preparedness: while College AI use is common, 85% of undergraduates say they would feel more comfortable using Writing AI if it were developed and regulated specifically for education, indicating uncertainty and a need for more guidance (Statista, 2025). Policy gaps are also apparent, as 55% of students admit to using Paper AI against school policies yet only a small fraction are fully satisfied with current guidelines. The support gap is evident as well: only 42% of students say staff are well-equipped to help with AI, despite high student usage (Primary Research Group, 2025). Dissatisfaction with university College AI support remains high, highlighting a clear and urgent need for institutional improvement.

</p>

<p class="mb-4">

These insights underscore the critical importance of incorporating student voices in shaping the future rules and integration of Writing AI, Paper AI, AI Assistant, and College AI in education. It's no longer a question of whether AI Assistants will be used, but how it will be used responsibly and effectively to enhance, rather than hinder, genuine learning. As students themselves implore, "Don't just ban it—teach us how to use it right." Their experiences, concerns, and desires are paramount in navigating this evolving academic landscape.

</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Conclusion: AI Is Here to Stay — But Students Want a Say</h2>

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</p>

</section>

<section class="mb-10">

<h2 class="text-3xl sm:text-4xl font-bold mb-6">Frequently Asked Questions (FAQ)</h2>

<div class="space-y-4">

<details class="faq-item">

<summary>1. What are the most common ways students use AI tools like ChatGPT in 2025?</summary>

<div class="faq-content">

<p>Students primarily use AI for research, writing assistance, concept explanation, coding help, brainstorming, and as a conversational study companion.</p>

</div>

</details>

<details class="faq-item">

<summary>2. Is using AI for assignments considered cheating?</summary>

<div class="faq-content">

<p>That depends on institutional policies. Many students report confusion about what's allowed, especially when there's no clear distinction between support and misconduct.</p>

</div>

</details>

<details class="faq-item">

<summary>3. Do students trust the information provided by AI tools?</summary>

<div class="faq-content">

<p>Trust varies—many students appreciate AI's efficiency but remain skeptical about accuracy, citing hallucinations and unverifiable content.</p>

</div>

</details>

<details class="faq-item">

<summary>4. What are students’ biggest concerns when using AI academically?</summary>

<div class="faq-content">

<p>Key concerns include:</p>

<ul class="list-disc list-inside ml-4">

<li>Being falsely accused of cheating</li>

<li>Losing critical thinking skills</li>

<li>Unfair access among students</li>

<li>Unclear ethical boundaries</li>

</ul>

</div>

</details>

<details class="faq-item">

<summary>5. How does AI use differ between students from different socioeconomic backgrounds?</summary>

<div class="faq-content">

<p>Higher-income students tend to view AI more positively and have better access to premium tools, while lower-income students may lack resources and training.</p>

</div>

</details>

<details class="faq-item">

<summary>6. Are professors and institutions supportive of AI use in the classroom?</summary>

<div class="faq-content">

<p>Support is mixed. Some professors use AI themselves but restrict student use, leading to perceptions of double standards and inconsistency.</p>

</div>

</details>

<details class="faq-item">

<summary>7. Do students use only ChatGPT, or are other tools popular too?</summary>

<div class="faq-content">

<p>While 66% of students primarily use ChatGPT, others explore tools like Grammarly, QuillBot, Notion AI, and specialized platforms for coding or math.</p>

</div>

</details>

<details class="faq-item">

<summary>8. Are students being trained to use AI tools effectively?</summary>

<div class="faq-content">

<p>Many students feel unprepared. Only a minority report that staff are equipped to guide them, and there's a strong demand for AI literacy training.</p>

</div>

</details>

<details class="faq-item">

<summary>9. What role does AI play in enhancing or harming student learning?</summary>

<div class="faq-content">

<p>Students are divided—some say AI accelerates learning and boosts productivity, while others fear it encourages dependency and weakens academic skills.</p>

</div>

</details>

<details class="faq-item">

<summary>10. How are students regulating their own AI use?</summary>

<div class="faq-content">

<p>Students create informal ethical boundaries like:</p>

<ul class="list-disc list-inside ml-4">

<li>Using AI only for brainstorming</li>

<li>Fact-checking outputs</li>

<li>Discussing acceptable use with peers</li>

</ul>

</div>

</details>

<details class="faq-item">

<summary>11. What do students want from the future of AI in education?</summary>

<div class="faq-content">

<p>They want clearer policies, equitable access, more reliable tools, and training that empowers them to use AI ethically and effectively.</p>

</div>

</details>

</div>

</section>

<footer class="mt-10 pt-6 border-t border-gray-200 text-center text-gray-600">

<h2 class="text-2xl font-bold mb-4">References</h2>

<ul class="list-disc list-inside text-left mx-auto max-w-xl">

<li class="mb-2">Anthropic. (2025). <em>\*Student AI Usage Statistics for Charts (Generative AI response)\*. </em> Claude Sonnet 4**.**  Retrieved from <a href="Claude" target="\_blank" class="text-blue-600 hover:underline">https://claude.ai</a></li>

<li class="mb-2">ACM Digital Library. (2024). <em>Reddit discussion analysis</em> (Publication No. 10.1145/3614419.3644014). Retrieved from <a href="https://dl.acm.org/doi/10.1145/3614419.3644014" target="\_blank" class="text-blue-600 hover:underline">https://dl.acm.org/doi/10.1145/3614419.3644014</a></li>

<li class="mb-2">Digital Education Council. (2024). <em>What students want: Key results from DEC Global AI student survey 2024</em>. Retrieved from <a href="https://www.digitaleducationcouncil.com/post/what-students-want-key-results-from-dec-global-ai-student-survey-2024" target="\_blank" class="text-blue-600 hover:underline">https://www.digitaleducationcouncil.com/post/what-students-want-key-results-from-dec-global-ai-student-survey-2024</a></li>

<li class="mb-2">Giray, L. (2024). The Problem with False Positives: AI Detection Unfairly Accuses Scholars of AI Plagiarism. Taylor & Francis, 85 (5-6), <a href="https://doi.org/10.1080/0361526X.2024.2433256" target="\_blank" class="text-blue-600 hover:underline">https://doi.org/10.1080/0361526X.2024.2433256</a>.</li>

<li class="mb-2">Primary Research Group. (2025). <em>Survey of American College Students 2025, Student Involvement in College Marketing Efforts</em>. <a href="https://www.primaryresearch.com/AddCart.aspx?ReportID=830" target="\_blank" class="text-blue-600 hover:underline">https://www.primaryresearch.com/AddCart.aspx?ReportID=830</a></li>

<li class="mb-2">Reeves, S. (2025, Apr 2). How College Students Use and View AI in the Learning Experience. WGULabs. Retrieved from <a href="https://www.wgulabs.org/posts/how-college-students-use-and-view-ai-in-the-learning-experience" target="\_blank" class="text-blue-600 hover:underline">https://www.wgulabs.org/posts/how-college-students-use-and-view-ai-in-the-learning-experience</a>.</li>

<li class="mb-2">Statista. (2025). Artificial intelligence in American education - statistics & facts. <a href="https://www.statista.com/topics/13628/artificial-intelligence-in-american-education/" target="\_blank" class="text-blue-600 hover:underline">https://www.statista.com/topics/13628/artificial-intelligence-in-american-education/</a></li>

<li class="mb-2">Vee, Annette. (2025, May 12). How are Students Using AI? AI&HowWeTeachWriting. <a href="https://aiandhowweteach.substack.com/p/how-are-students-using-ai" target="\_blank" class="text-blue-600 hover:underline">https://aiandhowweteach.substack.com/p/how-are-students-using-ai</a>.</li>

</ul>

</footer>

</div>

<script>

// This script is for the filter input on the "Student AI Usage by Purpose" table.

// It was part of the original content in Article2.docx, so it's included here.

document.addEventListener('DOMContentLoaded', function() {

const filterInput = document.getElementById('filterInput');

if (filterInput) {

filterInput.addEventListener('keyup', function() {

var filter = this.value.toLowerCase();

var rows = document.querySelectorAll('#usageTable tbody tr');

rows.forEach(function(row) {

var text = row.cells[0].textContent.toLowerCase();

row.style.display = text.includes(filter) ? '' : 'none';

});

});

}

});

</script>

</body>

</html>