DATA COLLECTION

Student survey November-December 2025

24% response rate

4206

students completing the survey

Students have written

3930

comments in total

233 standard pages

Themes in survey

- Use frequency and tools
- Use-cases/reasons for not using GAI
- Assistance in using GAI
- What they miss in terms of GAI
- Rules - knowledge and thoughts
- Project groups - trust, conflicts and supervision
- Self-evaluation of own ability
- Participation in discussions and opinions
- Concerns that matter
- Background - gender, semester, contact

57%

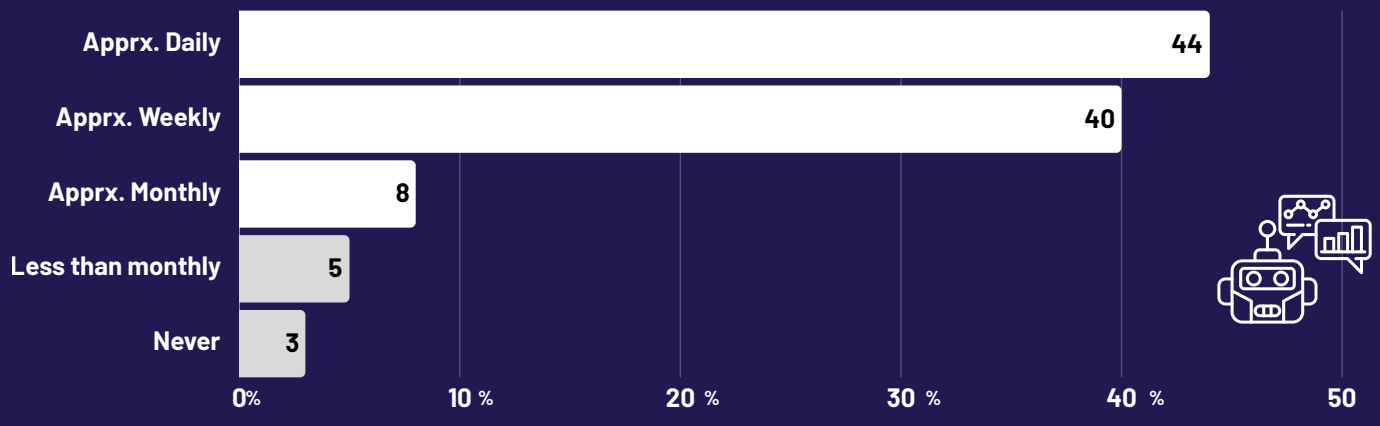
of respondents would like to receive the final report

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STUDENTS' USE OF GENERATIVE AI

84% USE GENERATIVE AI DAILY OR WEEKLY IN THEIR STUDY PRACTICE



MOST USERS USE FREE TOOLS LIKE CHATGPT

"Make ChatGPT Free"
Student

45% OF USERS NEVER USE MS COPILOT

49% DO NOT KNOW AAU HAS A LICENSE FOR COPILOT

"Teach us how to use Copilot which we apparently have access to"
Student

POPULAR USE CASES

HELP UNDERSTANDING MATERIAL
66%
often/very often

GETTING ANSWERS QUICKLY
62%
often/very often

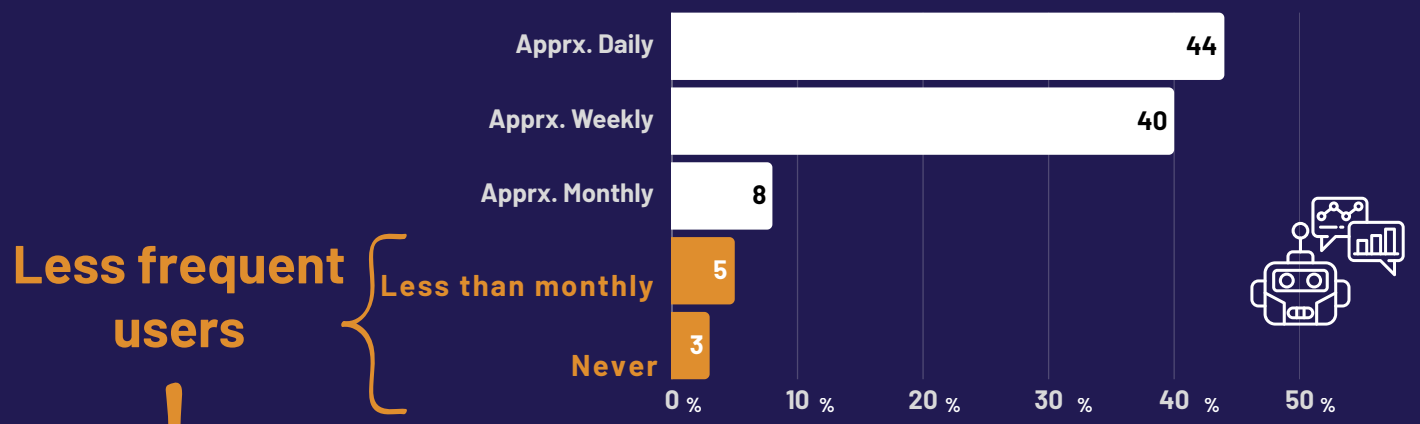
BRAINSTORMING IDEAS
59%
often/very often

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LESS FREQUENT USERS - STUDENTS' REASONS FOR NOT USING GENERATIVE AI

8% OF STUDENTS USE GENERATIVE LESS THAN MONTHLY OR NEVER



69%
OF LESS FREQUENT USERS
PREFER TO WORK WITHOUT IT

46% OF LESS FREQUENT USERS **DO NOT TRUST THE TECHNOLOGY**

"I don't use it from an ethical standpoint." Student

"I do not trust the owners behind AI." Student

"Generative AI models are trained on large amounts of copyrighted material, it is environmentally disastrous and in multiple ways contributes to widening social injustices." - *Student*

43% OF LESS FREQUENT USERS **ARE NOT INTERESTED IN GENERATIVE AI**

"It's climate footprint and way of making my co-students lazy worries me." Student

ENVIRONMENTAL IMPACTS CONCERN IN COMMENTS

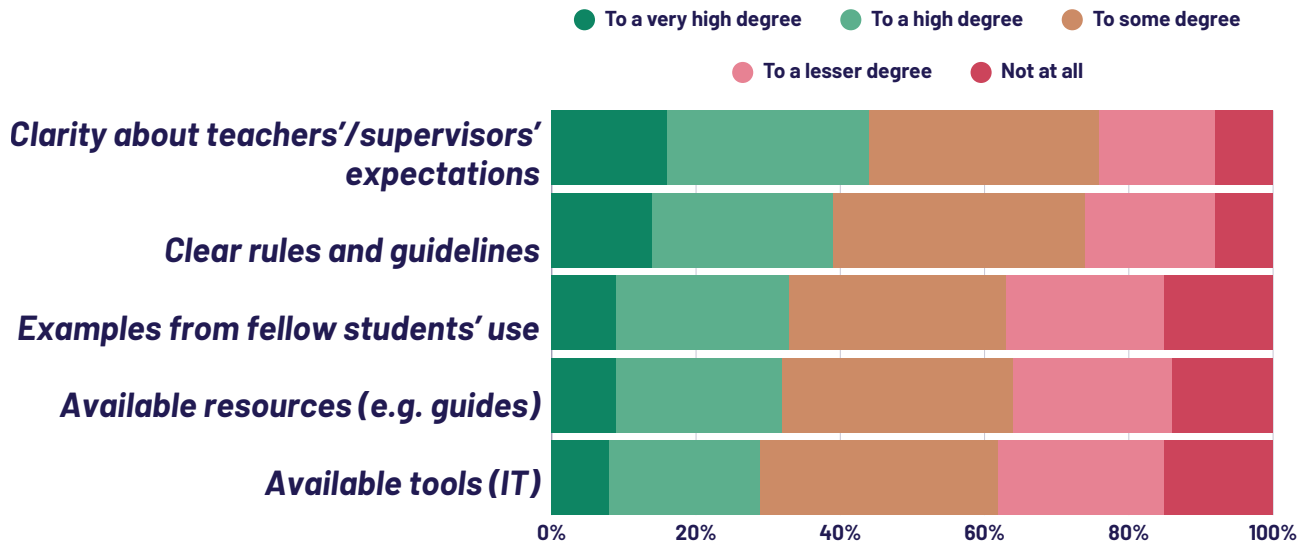
42% OF LESS FREQUENT USERS **DO NOT HAVE A NEED FOR IT**

"It is bad for the environment, and it doesn't feel right for me." Student

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WHAT DO STUDENTS MISS IN TERMS OF ASSISTANCE WITH GENERATIVE AI?



STUDENTS ASK TO BE TAUGHT

"Teach us how to use it properly for learning"

"I would like to have explicit examples of how to use it in project work without it being cheating."

"We already have PBL at AAU. Might as well include some GPT guidelines/expectations from teachers and as a group in the PBL course."

COURSES

PART OF PBL

"An introduction to how to use generative AI as a learning tool would be helpful"

"mandatory(!) one-day/half-day workshop in the first semester centered around good practices and concrete, study-related examples of biased answers etc."

RESOURCES

"A quick guide on how to use it, best ways to apply it and the rules."

"Maybe a video or a short guide instead of long texts."

TOOLS

"Make ChatGPT free!"

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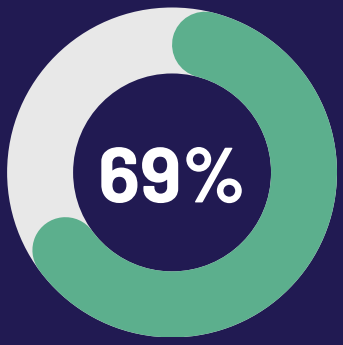
STUDENTS' SELF EVALUATION OF KNOWLEDGE AND COMPETENCIES IN GENERATIVE AI

75%

OF STUDENTS RATE THEIR ABILITY TO USE GENERATIVE AI CRITICALLY AND RESPONSIBLY TO BE GOOD OR VERY GOOD

3%

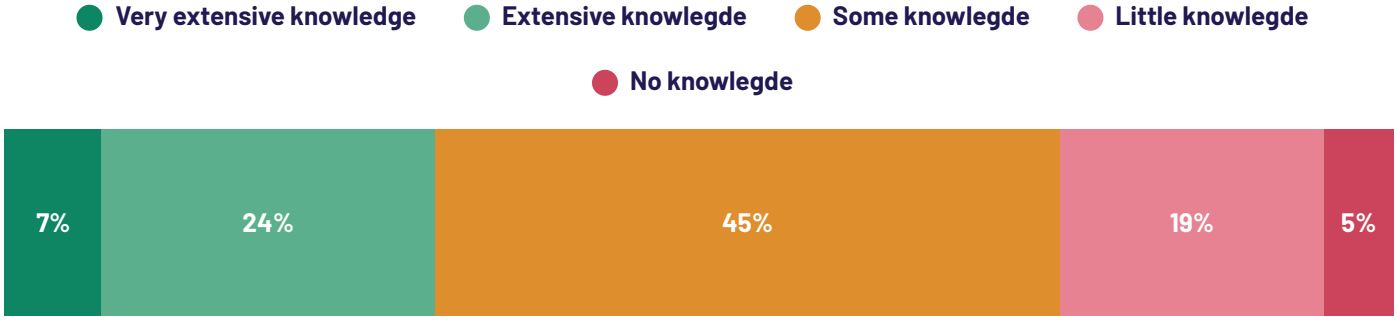
RATE POOR OR VERY POOR



OF STUDENTS AGREE THAT THEY HAVE SUFFICIENT COMPETENCES TO APPLY GENERATIVE AI IN THEIR DISCIPLINE

The higher the use freequency, the higher self evaluation

31% HAVE EXTENSIVE KNOWLEDGE ON HOW GENERATIVE AI WORKS TECHNICALLY

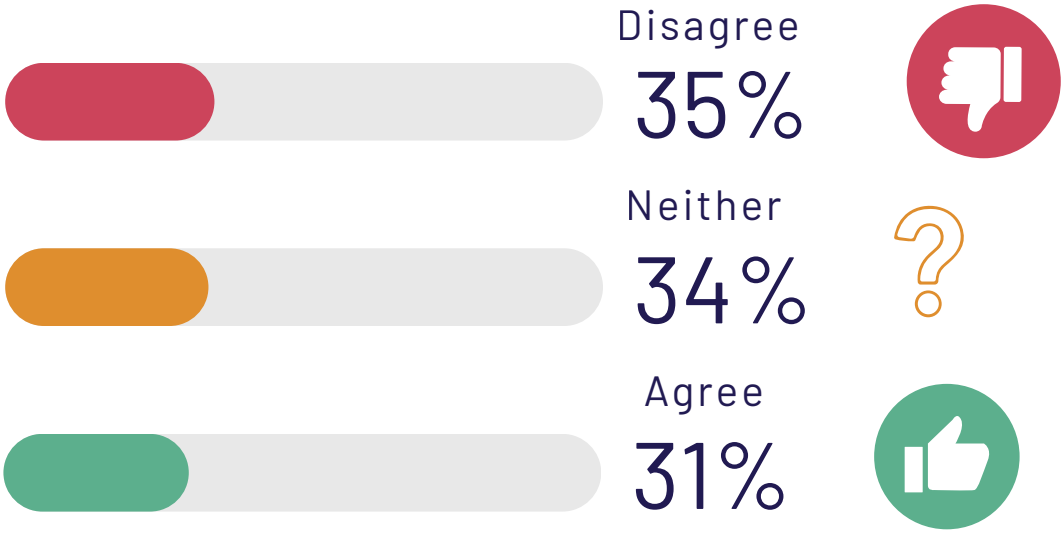


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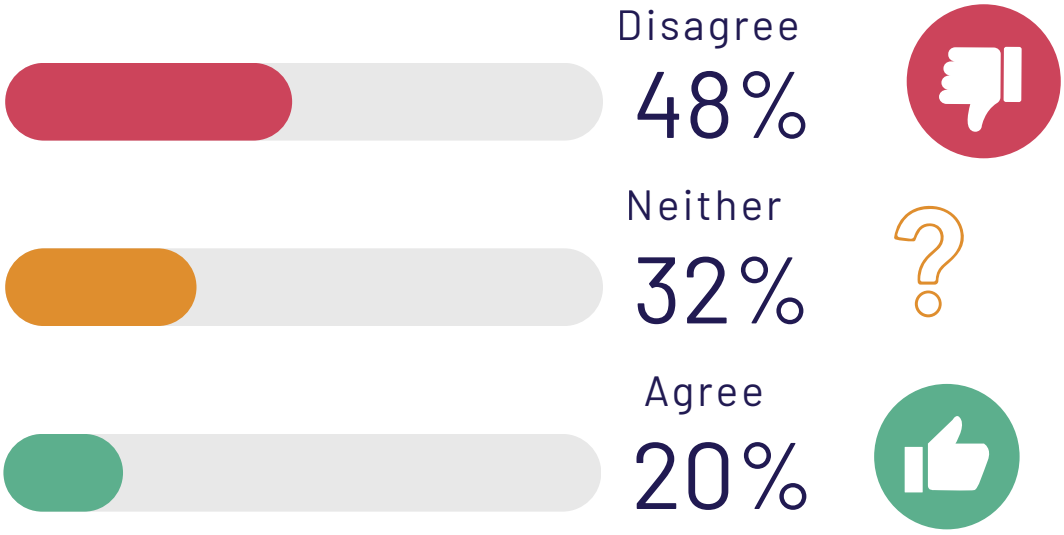
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STUDENTS PARTICIPATION IN DISCUSSIONS

I actively participate in discussions on how generative AI should be applied in my field



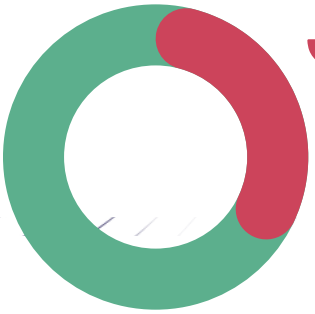
I contribute to ideas how generative AI should be integrated into teaching



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SUPPORT OF STUDENTS IN RELATION TO GENERATIVE AI



36% HAVE NOT RECIEVED ASSISTANCE IN USING GENERATIVE AI IN THEIR STUDY PRATICE

64% HAVE RECIEVED SOME ASSISTANCE, HOWEVER THE MAJORITY FROM THEIR FELLOW STUDENTS

44%

MISS CLARITY ABOUT TEACHERS/SUPERVISORS EXPECTATIONS

39%

MISS CLEAR RULES AND GUIDELINES

"We have had them reviewed by various teachers, who interpret the rules differently, which creates confusion."

"You can tell me exactly how I may and may not use AI, instead of making it as unclear as it is now."

STUDENTS



"Teach us how to use AI as a tool instead of it as a way to cheat."

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STUDENTS' VIEW ON GENERATIVE AI EFFECTS ON LEARNING AND CREATIVITY

45% of students state that the concern about **GENERATIVE AI MAY INHIBIT CREATIVITY** matter to a high degree



"I am so afraid of using it because of many things - the environment, loosing my creativity, becoming less confident in my own knowledge and GDPR breaches"
Student



"Keep it away from me and my creative processes. It feels like it is being shoved down our throats lately. - Student

"Few things annoy me more than when you are given a creative task, and the first response is "let's ask the chat". What's the point of the task then?" - Student



"Teach students (especially in relation to group projects) to use AI in a constructive way where you still use your own creativity and skills."
- Student

80% OF STUDENTS AGREE GENERATIVE AI HAS THE POTENTIAL TO ENHANCE LEARNING



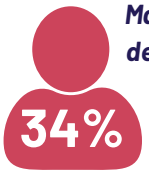
The concern that generative AI may inhibit my learning



Matters to a high degree



Matters to some degree



Matters to less degree/ not at all

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STUDENTS VIEW ON RULES REGARDING GENERATIVE AI

60% OF STUDENTS FIND THE RULES CLEAR



18%
FIND THE RULES UNCLEAR

22%
DONT KNOW THE RULES

39% OF STUDENTS MISS CLEAR RULES AND GUIDELINES TO A HIGH DEGREE

"It is truly frustrating, and one walks around with a fear of being caught for something that is unclear."



54% OF STUDENTS STATE THAT THE CONCERN ABOUT "FALSE ACCUSATIONS OF CHEATING" MATTERS TO A HIGH DEGREE



COMMENTS: STUDENTS FIND THAT RULES DIFFER FROM TEACHER TO TEACHER

"Teachers and supervisors seem to disagree/not know to what degree we are allowed to use AI"

WHEN AND HOW DO WE DECLARE USE?

"Some teachers and supervisors have different rules regarding the use of AI"

"Is it every single use or what is the limit for when we have to declare"

"Where is the line between a helping hand and outright cheating?"

STUDENTS ARE UNSURE ABOUT THE "GRAY ZONE"

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STUDENTS VIEW ON RULES REGARDING GENERATIVE AI

RULES DIFFER FROM SUPERVISOR TO SUPERVISOR, AND TEACHER TO TEACHER

"It varies from teacher to teacher whether they allow you to use it in your assignments." *

"Teachers and supervisors seem to disagree/not know to what degree we are allowed to use AI"

"A more concrete guideline/set of rules that ALL teachers agree on, so all project groups share the same requirements in regard to evidence of AI usage."

"Some students even fear sounding too academic or professional because of fear of being accused of AI generating important project text. Either tell us its allowed and overrule advisor decisions and ensure protections against gen ai prejudice or make the rules more clear at every exam."

"It's difficult to know when you can and cannot use AI. Our teachers all have different opinions on this." *

"We have had them reviewed by various teachers, who interpret the rules differently, which creates confusion."

*"Clear and explicit agreement on how we must/can use AI. No one agrees, and that is so frustrating. You get different answers depending on which teacher you ask. It is very unsatisfactory." **

DECLARATION, CITATION AND DOCUMENTATION – WHEN AND HOW DO WE DECLARE USE?

"Exactly what entails as plagiarism when using AI to formulate sections in reports..."

"Is it every single use or what is the limit for when we have to declare"

*"It should be clearer to what extent it is permissible to use AI for projects, as well as how to refer to its use in the methodology section." **

*"Only caught some of the rules. Don't know how and when to write that you have used AI, for example." **

"Specifically, what can you use it for? Give examples of this so that you also know what to declare in an AI declaration for exams." *

*"In addition, I would like to know specifically what one must disclose that one has used. For example, translations, phrasing, analysis, and other things." **

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STUDENTS VIEW ON RULES REGARDING GENERATIVE AI

STUDENTS ARE UNSURE ABOUT THE "GRAY ZONE" & THRESHOLDS (HOW MUCH IS TOO MUCH?)

"Where is the line between a helping hand and outright cheating?" *

"I have started using it less for texts, as I am afraid of where the line is drawn and don't know how to declare it."

"There is no precise specification; the rules are open to interpretation, based on my last review"

"It's frustrating, and you live in fear of being caught for something that's unclear." *

*"Where are the boundaries for use in a group context?" **

*"When and how the line is drawn for something being generated/help with correcting commas, sentences... A difficult and somewhat ambiguous line." "It is too gray area - it needs to be very clear exactly what you can use Ai for and what not." **

EXAMS: RULES MISMATCH, AND ON-SITE EXAMS

"If you encourage people to use AI, but at the same time don't allow them to use it in exams, then I think there's a mismatch." *

*"It's annoying that it has also led to more on-site exams, instead of 3-7 days of home exams." **

" And for the record, making all written exams into stedprøver to prevent students from cheating, as my education has decided to do, ruins the education far more than AI would."

"It feels unclear whether I am allowed to use it in my specific exams or how my graders might react if I write ?written with AI?"

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USECASES DESCRIBED BY STUDENTS

66% OF STUDENTS USE GENERATIVE AI OFTEN OR VERY OFTEN TO UNDERSTAND MATERIAL

Most frequent usecase

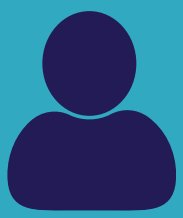
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"Sometimes, but rarely, I send the given AI program a picture of my study notes (like umbrella categories such as paradigmes) and ask for a sensible hierarchy or timeline. It's to give me a bigger picture of the knowledge that is in the curriculum, as this helps me understand the literature more in-depth."
-Student

"to understand complex topics and subjects in an easier way" "to get a quick overview over a subject or theory."
-Student

"to understand the course material, any topic that is unclear from the course"
-Student



62% OF STUDENTS USE GENERATIVE AI OFTEN OR VERY OFTEN TO HELP GETTING INFORMATION QUICKLY





"It is mostly a replacement for google and stackoverflow."
-Student

"I use it as google, and then verify its infomation."
-Student

"I use it often to factcheck quickly or as a fellow member of the group where i can air out ideas for sketching round themes"
-Student

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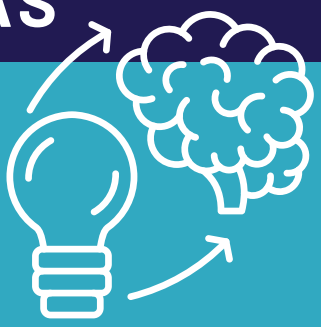
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USECASES DESCRIBED BY STUDENTS

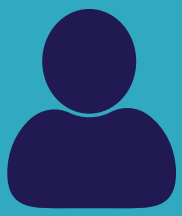
59%

OF STUDENTS USE GENERATIVE AI OFTEN OR VERY OFTEN

TO BRAINSTORM IDEAS



"Mostly used as help for brainstorming and thinking."
-Student



"I use it a lot to brainstorm and to "connect" with and tell it about my ideas or questions about my ideas and tell it to be very critical all the time when i use it for this."
-Student

"In my project group we often use ai to make specific sentences from brainstorms. For example, we will fill in a lot of words and thought, and ask it to make a good formulated sentence."
-Student

56%

OF STUDENTS USE GENERATIVE AI OFTEN OR VERY OFTEN

TO PROVIDE FEEDBACK ON OWN TEXT



"To rewrite sentences if I think the sentence I created sounds weird or something. To come up with synonyms if I have used the same word a lot in a text."
-Student

"Mostly to maintain a professional tone and rewrite phrases that sound odd to me or my group members."
-Student

"feedback to something I've already written. A quick way to be critiqued on the work I've done from an objective perspective."
-Student

STUDENTS WITH DYSLEXIA DESRIBE HOW AI HELPS WITH WRITING

"Grammatic check - i am slightly dislectic. My mother normally checks otherwise"
-Student

"AI helps me a lot with my dyslexia, as I can easily get through thick texts and have AI check grammar and sentence structure."
-Student

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USECASES DESCRIBED BY STUDENTS

47%

OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI

TO SUMMARIZE TEXT

"I use generative AI to summarize academic papers. ."
-Student

"Making ADHD and dyslexic friendly summary of text."
-Student

"Summary of texts: I use it after I have read an textbook/article etc, to be sure that the summary contains correct information"
-Student

45%

OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI

FOR TRANSLATION/LANGUAGE REVISION

GAI HELPS STUDENTS WITH THEIR NON-NATIVE LANGUAGE

"For language revision, since I write my projects in English but Danish is my first language
-Student

"The more i use chatGPT the more i sound like it. I realized that it's mostly because English isn't my native language, and i 'm learning lot of phrasing by communicating with it. It makes me sometimes afraid that it might become problem with the AI detection in my writing. "
-Student

"This has especially helped me with Danish, since I am studying English. Academic Danish is rather difficult to get a natural flow, so AI helps with that"
-Student

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USECASES DESCRIBED BY STUDENTS

33%

OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI

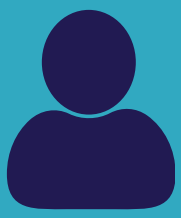
FOR LITERATURE SEARCH



"For my current semester project I have only used the Primo AI assistant, no other AI tools"
-Student

"I only use the primo bot at the beginning of literature search."
-Student

" I use AI to find relevant literature, in a more time suffecient manner and then check if it is peer rewived in primo. If it is then I will use it, if not I won't use it.
-Student

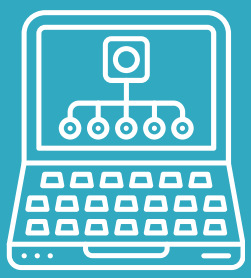


31%

OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI FOR

GENERATION OF CODE/ PSEUDOCODE

MANY HOWEVER DESCRIBE HOW THEY DEBUG OR REVISE CODE



"Revising my own code in order to find areas of improvement or flaws"
-Student

"I would say I never use generative AI to generate code or pseudocode - I rather use generative AI to help me find errors in my own code, whenever the code base is large and I have a hard time finding or interpreting the error. "
-Student

"Mainly to get an idea of how to go about implementing some code, mostly used as an inspiration and not to copy and paste that part of the code generate. "
-Student

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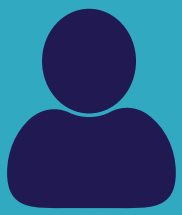
USECASES DESCRIBED BY STUDENTS

30% OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI FOR CREATING TEXT ELEMENTS



"for me creations of text elements are making notes."
-Student

"Creating flashcards and other memorization tools for oral exams"
-Student

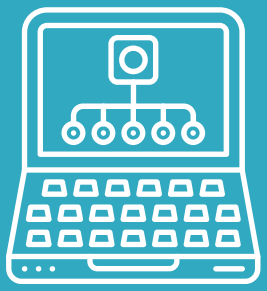


"I use it as a sparring partner and for feedback so I can improve my text, but I don't use it to generate text for me."
-Student



19% OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI FOR DATA ANALYSIS

33% NEVER USE GAI FOR THIS



"I don't use it to analyze my data, but it helps me structure my data in a format I can digest. This is to ensure that my data remains unaltered, as I did not intend."
-Student

"I have used AI to help ease the burden for tasks that would require critical thinking such as data analysis."
-Student

"I also use supervised generative ai to write data analysis code."
-Student

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USECASES DESCRIBED BY STUDENTS

8% OF STUDENTS OFTEN OR VERY OFTEN USE GENERATIVE AI TO **GENERATE MEDIA OTHER THAN TEXT (VIDEO/AUDIO ETC.)**

46% NEVER USE GAI FOR THIS



"Notebook LM for podcasts of parts of the curriculum to enhance my understanding as well as when time is not available to read all the texts during the semester"
-Student

"I use google notebook too create audio podcast - for understanding it better or to get a summary of the text"
-Student

"Creating diagrams for understanding constructional practices"
-Student

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STUDENTS' VIEW ON GENERATIVE AI IN PROJECTGROUPS



58% OF STUDENTS WORKING IN PROJECT GROUPS, HAVE CLEAR AGREEMENTS REGARDING THE USE OF GENERATIVE AI

12% HAVE NO AREEMENT



64% OF STUDENTS WHO ARE IN A PROJECT GROUP TRUST THEIR FELLOW STUDENTS USE GENERATIVE AI CRITICALLY AND RESPONSIBLY



48% OF STUDENTS IN PROJECT GROUPS DO NOT HAVE ANY CONFLICTS ABOUT USE OF GENERATIVE AI

52% OF STUDENTS IN PROJECT GROUPS HAVE HAD SOME FORM OF CONFLICT



SEVERAL STUDENTS ASK FOR MORE HELP AND BETTER GUIDELINES FOR HOW TO ADDRESS THE USE OF GAI IN GROUP WORK

"Maybe teach us more by showing examples on how other student groups used it for projects"
-Student

"Give more information about how to use it within a group and set boundaries"
-Student

"It should also be made clear that these conversations should be had in the groups, because some groups don't bring it up unless told to and it can lead to conflict. I remember having some PBL workshops at the start of my studies that I think would be a good stage for that."
-Student

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STUDENTS' VIEW ON GENERATIVE AI IN PROJECTS

49% OF STUDENTS STATE THAT THEIR SUPERVISOR HAS TALKED TO THEM ABOUT GENERATIVE AI,

47% OF STUDENTS SAY THEY HAVE NOT



"When we have a project, it could be nice to talk about the supervisor on our project expectations on how we should use AI. " ***-Student***

"During my past two project exams, the supervisor has been very curious as to our use of generative AI in our project, which I feel is a good way to go about it, as it forces us to think critically about how we use it, and what we use it for." - Student

STUDENTS FIND THAT RULES DIFFER FROM SUPERVISOR TO SUPERVISOR

"Project work – is very different from supervisor to supervisor."
-Student

"Teachers and supervisors seem to disagree/not know to what degree we are allowed to use AI"

"Some teachers and supervisors have different rules regarding the use of AI"

44%

MISS CLARITY ABOUT TEACHERS/SUPERVISORS EXPECTATIONS

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