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AI in Education: Students' Feedback on Survey

Uranchimeg Tudevdagva
Graduated School
Mongolian University of Science and Technology
Ulaanbaatar, Mongolia
https://orcid.org/0000-0001-9239-0760

Altankhaich Baasan
Architecture and Design School
Citi University
Ulaanbaatar, Mongolia
https://orcid.org/0009-0005-6156-3397

Munkhtsetseg Bayanzul
Graduate School
Citi University
Ulaanbaatar, Mongolia
https://orcid.org/0009-0009-3120-5758

Batchimeg Chimedosor
School of Humanities
Citi University
Ulaanbaatar, Mongolia
https://orcid.org/0009-0007-2485-560

Yumchmaa Ayush
Integrated Project Implementation Unit
Ministry of Health
Ulaanbaatar, Mongolia
yumchmaaa@gmail.com

Unurnasan Dagva
Department of Mathematics and Computer Science
Western Regional of National University of Mongolia
Khovd, Mongolia
unurnasan@num.edu.mn

Abstract—This paper aims to analyze on survey results from students about AI in education. The survey's question was focused on three main dimensions: Basic knowledge about AI and its usage; Ethical issues of the AI; Future of AI in Education. Main aim of the survey is to collect feedback from students on three dimensions surround AI in Education to estimate actual feelings. The result of the study should support educators to prepare the AI policy for university and implement learner centered learning based on the AI. The survey questions prepared online and asked to take part students from different universities. During four weeks in total 85 valid responses were collected. The result of the survey shows that almost half of students used AI only when it is really need (50.6%), which confirms that not yet attracted the students to AI as educators are imaged. Most students answered that AI has supported personalized learning and AI has helped to succeed their studies. Students confirm that AI usage can be engage in cheating and plagiarism and can be risky to reduce creativity. Overall, the three dimensions demonstrate that students' engagement with AI involves more than technological adoption. The findings indicate a need to simultaneously address AI literacy, ethical awareness, institutional policy, and learner-centered pedagogical practices. Universities should therefore develop comprehensive AI strategies that combine technological innovation with academic integrity, critical thinking, student autonomy, and responsible use of AI. Such an approach can help ensure that AI contributes to improving the quality of education while maintaining the central role of human learning and educational relationships.

Keywords—Learner Centered Learning, Student Centered Education, AI policy, Mongolian Universities

I. INTRODUCTION

Artificial intelligence (AI), particularly generative AI (GenAI), is rapidly transforming students' learning practices. AI-based tools support students in understanding concepts, summarizing academic materials, generating ideas, improving writing, and solving problems. The scale of adoption is substantial: approximately **75% of students aged 16 and above used GenAI in 2025** [1], while a global survey reported that **86% of university students regularly used AI in their studies** [2].

From the student perspective, AI provides important benefits, particularly **time savings, personalized assistance, and improved academic work**. However, widespread use also raises concerns regarding inaccurate information, academic integrity, privacy, over-reliance, and reduced independent thinking. Importantly, **58% of surveyed students reported insufficient AI knowledge and skills** [2]. These findings indicate that access to AI alone is insufficient; students also require AI literacy and the ability to critically evaluate and responsibly use AI-generated information.

Table I summarizes selected recent statistics illustrating the increasing use of AI among students.

TABLE I. STATISTICS ON STUDENT USE OF AI IN EDUCATION

Indicators	**Statistics**
Students aged 16+ using GenAI (2025)	≈ 75% [1]
University students regularly using AI	86% [2]
University students using AI weekly	54% [2]
Students using ChatGPT	66% [2]
UK undergraduates using AI (2026)	95% [3]
Students using GenAI for assessed work	94% [3]
Students reporting time savings	51% [4]
Students reporting improved work quality	50% [4]
Students lacking sufficient AI skills	58% [2]
Students not adequately prepared for AI-enabled work	48% [2]

The increasing adoption of AI demonstrates that students are already integrating AI into their learning activities.

Therefore, research should move beyond measuring **AI adoption** and investigate its effects on **learning effectiveness, critical thinking, academic integrity, AI literacy, and student competencies**. This provides an important basis for developing student-centered frameworks for responsible and effective AI integration in education.

II. Method and Methodology

A. Research Questions

- What is the main purpose of AI use?
- What gains using AI?
- What is the main challenges of AI use?
- How evaluates the risks of AI use?
- What brings AI in education?

B. Research Methods

To process collected data applied quantities and qualitative methods are applied. The descriptive statistic methods are used for general data processing.

C. Data Collection

The survey questions are developed by educators from different backgrounds, which teach different topics and verified by evaluation experts.

The developed survey questions prepared in Google form and distributed to universities in Mongolia. The survey was conducted anonymously by cross sectional method.

III. Results

A. General Information

A total of 85 valid responses were collected. Among the respondents, 25 (29.4%) were under 18 ages old, 16 (18.8%) between 18-20 ages, 12 (14.1%) between 21-23 ages, 4 (4.7%) between 24-26 ages, 6 (7.1%) between 27-30 ages, 11 (12.9%) between 31-40 ages, and 11 (12.9%) were over 40 years old.

Bachelor 28 students, 15 master students, 15 PhD students and 27 non-degree learners are participated to survey.

Most active responses are send from second semester students (37.6%) and freshman (24.7%).

Students belong to various study programs, biggest mass played students from art, design, culture and sports (62.4%).

B. Basic knowledge about AI and its usage

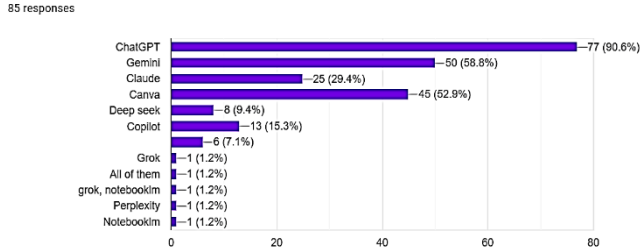


Fig. 1. Which AI tools do you use?

Fig.1 shows result of question "Which AI tools do you use?".

To question: "How often do you use AI tools?" answered 50.6% of students when it is needed. Only one student answered that used it hourly.

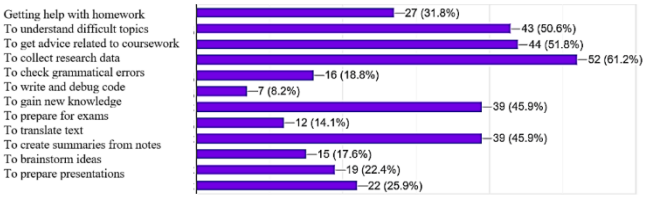


Fig. 2. For what purposes do you use AI?

Fig.2 shows result of question "For what purposes do you use AI?".

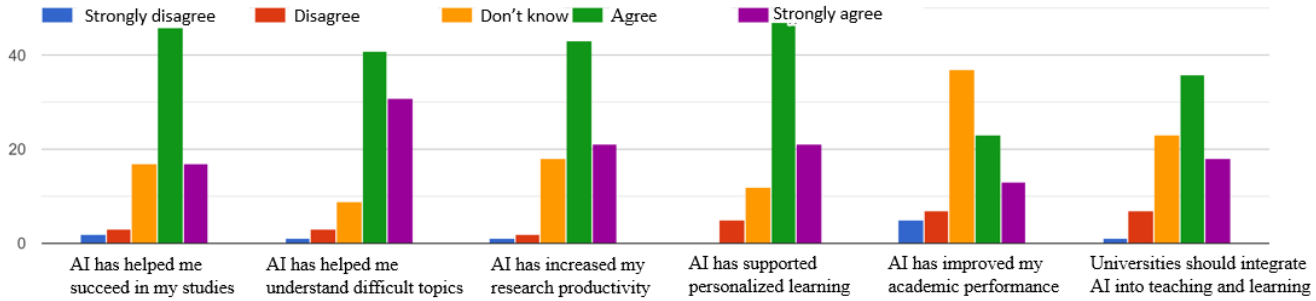


Fig. 3. What impact has using AI had on you?

Fig. 3 shows result of question "What impact has using AI had on you?".

C. Ethical issues of the AI

The ethical issues of the AI section consists of three questions:

- What risks do you think may arise from using AI?
- What are your views on the limitations of AI use and self-regulation?
  Does your university have official policies or guidelines regarding the use of AI?

Fig. 4 shows result of question "What are your views on setting limits and self-regulating the use of AI?".

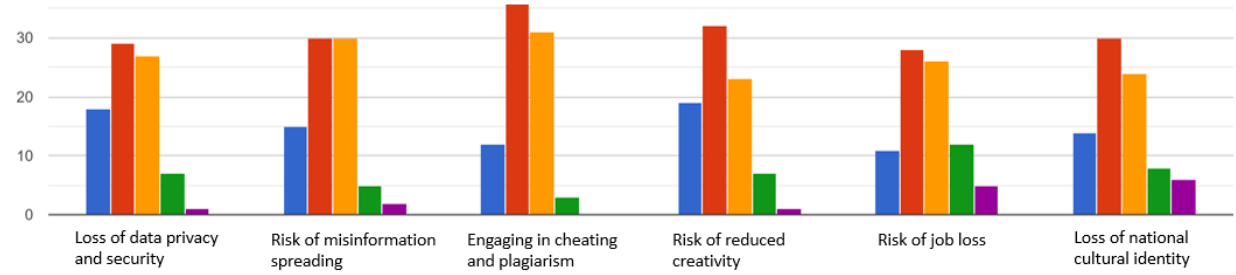


Fig. 4. What are your views on setting limits and self-regulating the use of AI?

D. *Future of AI in Education*

The ethical issues of the AI section consists of three questions:

- What changes do you think AI will bring to education in the future?
- What changes will AI bring to teacher–student relationships?

The survey findings reveal critical insights into the multifaceted role of artificial intelligence in contemporary educational landscapes. First, the data demonstrates that students across diverse educational backgrounds actively engage with AI tools as integrated components of their learning ecosystems. Second, ChatGPT emerged as the predominant platform, reflecting the widespread adoption of large language models in academic contexts. Third, students predominantly utilize AI for content summarization, writing assistance, and conceptual clarification, indicating purposeful and academically-oriented application patterns. Fourth, approximately 51% of respondents reported significant time-saving benefits, suggesting substantial efficiency gains in academic workflows. Fifth, 50% of students reported improvements in work quality, demonstrating AI's capacity to enhance academic output standards. Sixth, students demonstrate awareness of AI-related risks, including concerns about information accuracy, academic integrity violations, and overreliance on automated systems. Seventh, ethical considerations surrounding data privacy and algorithmic bias emerged as secondary but noteworthy concerns among respondents. Eighth, institutional policies regarding AI utilization remain underdeveloped in most surveyed universities, highlighting a significant governance gap. Ninth, students express measured optimism about AI's transformative potential in educational contexts while simultaneously acknowledging the necessity for institutional frameworks and guidelines. Tenth, the data suggests a pronounced generational perspective whereby younger cohorts display greater technological fluency and adaptive capacity. Eleventh, AI's anticipated role extends beyond mere tool functionality to encompassing fundamental pedagogical restructuring and personalized learning pathway optimization. Twelfth, respondents envision AI-mediated teacher-student relationships characterized by enhanced individualized support and reduced administrative burden for educators. Thirteenth, the survey identifies a critical competency gap between current AI literacy levels and the requisite skills for responsible AI utilization in academic settings. Fourteenth and fifteenth, institutional frameworks incorporating AI ethics, critical evaluation methodologies, and responsible usage guidelines emerge as essential prerequisites for sustainable educational integration, positioning artificial intelligence as a defining force in reshaping educational paradigms throughout the coming decade.

E. *Interpretation of Results*

The survey results illuminate a transformative moment in educational technology adoption. The predominance of ChatGPT and similar generative AI applications reflects a paradigm shift in how students approach knowledge acquisition and academic task completion. Unlike previous educational technologies that served primarily supplementary roles, contemporary AI systems function as primary engagement mechanisms, fundamentally altering student learning practices.

The time-saving and quality improvement metrics warrant particular analytical attention. While 51% time savings represents substantial efficiency gains, the corresponding 50% quality improvement rate suggests that AI does not merely accelerate existing practices but materially enhances academic output. This dual benefit—speed and quality—explains the rapid adoption trajectory evident in the statistical overview provided in the introduction.

However, the data simultaneously reveals an implementation paradox. Despite widespread AI adoption, institutional governance mechanisms remain underdeveloped. Most surveyed universities lack formal policies or guidelines governing appropriate AI utilization. This governance vacuum creates a precarious environment wherein student agency and institutional responsibility become misaligned. Students, demonstrating sophisticated awareness of AI limitations and ethical concerns, operate within institutional contexts that fail to provide adequate support structures, frameworks, or pedagogical guidance.

The identification of insufficient AI literacy as a persistent challenge (58% in prior research, confirmed in this survey) demonstrates that access to technology alone proves insufficient. Educational institutions must reconceptualize their roles to encompass AI competency development, including critical evaluation capabilities, ethical reasoning, and responsible utilization methodologies.

F. *Implications for AI Integration*

The survey findings suggest that successful AI integration requires multidimensional institutional responses. First, universities must develop comprehensive AI literacy curricula addressing both technical capabilities and ethical dimensions. Second, institutions should establish transparent policies delineating acceptable AI utilization in academic work,

assessment contexts, and research activities. Third, educators require professional development opportunities to understand AI's pedagogical implications and to redesign courses for productive human-AI collaboration. The data also indicates that students perceive AI as fundamentally reshaping teacher-student dynamics. Rather than technological displacement anxiety, respondents anticipate enhanced personalization and reduced administrative overhead for educators. This perspective suggests educational stakeholders view AI as a collaborative force rather than a competitive threat—a crucial recognition for institutional change management.

IV. Discussion

The analysis of the survey data provides important insights into students' perceptions and use of artificial intelligence (AI) in education. The findings are discussed according to three main dimensions: (A) basic knowledge about AI and its use, (B) ethical issues related to AI, and (C) the future of AI in education.

A. Basic Knowledge about AI and Its Use

The findings indicate that AI has already become part of students' learning practices. The respondents reported using a range of AI-based tools for different academic and educational purposes. The results also show that students do not necessarily use AI continuously; rather, a substantial proportion reported using AI when needed. This finding suggests that students tend to view AI primarily as a supportive learning tool rather than as a permanent replacement for conventional learning activities.

The purposes of AI use identified in the survey indicate that students value AI particularly for obtaining information, generating ideas, supporting academic tasks, and saving time. This is consistent with the broader understanding of generative AI as a tool that can provide personalized and immediate assistance to learners. From a student-centered learning perspective, such tools may increase students' autonomy by allowing them to obtain explanations, examples, and feedback according to their individual learning needs.

However, the findings also suggest that access to AI tools does not necessarily mean that students possess sufficient AI literacy. Effective use of AI requires students to understand how AI systems generate information, recognize potential inaccuracies, evaluate the reliability of AI-generated content, and use AI responsibly. Therefore, universities should move beyond simply providing access to AI technologies and should develop students' critical AI literacy as part of the learning process.

The findings further suggest that AI should be regarded as an educational support mechanism rather than a substitute for students' own intellectual activities. Excessive dependence on AI may reduce opportunities for independent analysis, creativity, problem-solving, and critical thinking. Consequently, the effective integration of AI into higher education requires an appropriate balance between technological assistance and independent student learning.

B. Ethical Issues Related to AI

The second dimension concerns students' perceptions of the ethical risks associated with AI use. The findings demonstrate that the increasing availability of AI creates not only educational opportunities but also challenges related to academic integrity, reliability of information, privacy, intellectual property, and excessive dependence on AI-generated content.

One important issue is the potential use of AI for academic work without sufficient disclosure or independent verification. Although AI can help student complete assignments more efficiently, unrestricted use may create difficulties in distinguishing between students' own intellectual contributions and AI-generated content. This issue is particularly important in student-centered education because learning outcomes should reflect the development of students' knowledge, skills, creativity, and critical thinking.

The survey findings concerning limitations and self-regulation also indicate the importance of establishing clear principles for responsible AI use. Students should not be expected to rely exclusively on individual self-regulation because the ethical use of AI requires shared responsibility among students, teachers, and educational institutions. Universities therefore need transparent policies that clarify when and how AI tools may be used in learning, assessment, research, and academic writing.

At the same time, AI policies should not focus exclusively on restricting technology. Overly restrictive policies may prevent students from developing the competencies required for an AI-enabled society and labor market. Instead, university policies should establish a framework for responsible use, including transparency, citation or disclosure of AI assistance where appropriate, verification of AI-generated information, protection of personal data, and respect for intellectual property.

The findings therefore suggest that AI ethics should be integrated into AI literacy education. Students need not only technical knowledge of how to use AI tools but also the ability to evaluate the social, ethical, and academic consequences of their use.

C. Future of AI in Education

The third dimension concerns students' perceptions of the future role of AI in education. The findings indicate that students generally recognize that AI is likely to bring substantial changes to educational practices. These changes may include more personalized learning, faster access to information, new approaches to assessment, changes in teaching practices, and transformation of teacher–student relationships.

From the perspective of student-centered education, AI has the potential to support more individualized learning environments. Students may use AI tools to obtain

explanations at different levels of difficulty, receive immediate feedback, explore alternative solutions, and pursue topics according to their individual interests. This may contribute to a more flexible learning environment in which students take greater responsibility for their own learning.

However, the increasing role of AI may also change the traditional relationship between teachers and students. Teachers may gradually move from being primarily providers of information toward roles such as learning facilitators, mentors, evaluators, and designers of meaningful learning experiences. In this context, the value of teachers may increasingly depend on their ability to guide students in critical thinking, ethical decision-making, creativity, collaboration, and the appropriate use of AI.

The future integration of AI therefore requires a shift from a technology-centered approach toward a learner-centered educational model. AI should be used to strengthen human learning rather than replace human interaction. In particular, teacher–student relationships remain important for motivation, social learning, emotional support, feedback, and the development of professional and cultural competencies that cannot be fully provided by AI systems.

Overall, the three dimensions demonstrate that students' engagement with AI involves more than technological adoption. The findings indicate a need to simultaneously address **AI literacy, ethical awareness, institutional policy, and learner-centered pedagogical practices**. Universities should therefore develop comprehensive AI strategies that combine technological innovation with academic integrity, critical thinking, student autonomy, and responsible use of AI. Such an approach can help ensure that AI contributes to improving the quality of education while maintaining the central role of human learning and educational relationships.

V. Conclusion

This empirical investigation of student perspectives on artificial intelligence in education reveals a cohort actively engaged with transformative technologies while simultaneously acknowledging substantive implementation challenges. The data demonstrates that contemporary students recognize both the considerable benefits—enhanced efficiency, improved work quality, personalized support—and legitimate concerns regarding academic integrity, information reliability, and intellectual development.

The most significant finding concerns the misalignment between student adoption patterns and institutional readiness. Students have organically integrated AI into their learning practices, yet universities have not developed commensurate governance frameworks, ethical guidelines, or pedagogical innovations. This asymmetry represents both a challenge and an opportunity: institutions must rapidly evolve to provide structure, guidance, and framework for responsible AI integration.

The convergence of three factors positions artificial intelligence as a defining educational force: (1) technological maturation enabling sophisticated AI applications; (2) demonstrable student demand for AI-enhanced learning tools; and (3) institutional recognition of necessity for change. However, this convergence will yield positive educational outcomes only if accompanied by deliberate institutional commitment to AI literacy development, ethical reasoning cultivation, and pedagogical innovation.

Future research should extend beyond descriptive adoption patterns to investigate longitudinal impacts on learning outcomes, critical thinking development, and academic integrity. Qualitative studies exploring student perspectives on specific AI applications, challenges encountered, and desired institutional support mechanisms would provide richer understanding of implementation requirements. Additionally, comparative analysis across educational systems, disciplinary contexts, and institutional types would illuminate context-specific integration strategies.

In conclusion, artificial intelligence represents neither pedagogical panacea nor existential threat to educational institutions. Rather, it constitutes a powerful tool requiring thoughtful institutional stewardship, ethical frameworks, and commitment to human-centered education. Universities that embrace this responsibility by developing robust AI literacy programs, establishing clear policies, and redesigning pedagogy for human-AI collaboration will position their students for success in an increasingly AI-integrated future.

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