EXPLORING STUDENTS' PERSPECTIVES ON USING AI FOR STUDY IN HIGHER EDUCATION

Key Insights and Policy Implications

Dr Yanyan Li
Dr Meifang Zhuo
Gunisha Aggarwal
Dr Tom Ritchie

A WIHEA-FUNDED
STUDENT FELLOW
STRATEGIC PROJECT

UNIVERSITY OF WARWICK

Table of Contents

Executive Summary

This report presents the findings of an exploratory, student-centred research project that investigated University of Warwick students' perceptions of using artificial intelligence (AI) to enhance their study skills. Funded by the Student Fellow Strategic Fund of the Warwick International Higher Education Academy (WIHEA), the project was led through a staff-student partnership and examined how students access, use, and make sense of AI tools within and alongside their academic practices, as well as their motivations for and concerns about incorporating AI into their study routines.

The project responds to the rapid expansion of generative AI in higher education and the relative lack of empirical evidence capturing students' perspectives across disciplines and levels of study. While much existing research focuses on educator viewpoints or discipline-specific implementations, this study foregrounds students' lived experiences of AI use for study purposes, including academic writing, learning support, and skill development.

Data was collected through online focus groups with Warwick students who have used AI for study purposes. A thematic analysis was conducted to identify patterns relating to (1) academic practices involving AI, (2) students' motivations and concerns, and (3) accessibility and technical literacy. The findings reveal a complex and nuanced picture in which students recognise AI as a valuable support for learning and efficiency, while also expressing uncertainty around ethical boundaries, academic integrity, transparency of expectations, and unequal access to tools and guidance.

The key aim of this report is to provide evidence-based, student-informed insights that can support educators, academic developers, and institutional stakeholders in understanding how AI is currently being used for study purposes and where gaps in guidance, support, and policy may exist. Throughout the report, we offer recommendations that emphasise clarity, inclusivity, and ethical engagement with AI, while recognising that students' varying needs, study tools, and academic practices are rapidly evolving.

The report does not represent an official University of Warwick position. Instead, it is intended to inform future conversations, policy development, and educational practice related to AI in higher education. It aligns with Warwick's strategic priorities of Leading Educational Excellence, Empowering Students and Graduates, and promoting an Inclusive Student Experience, by highlighting how student voices can inform more equitable and effective approaches to AI integration in higher education.

We acknowledge that the findings represent a snapshot in time within a fast-moving technological landscape. Although planned dissemination activities such as workshops and policy engagement are ongoing, the research and thematic analysis presented here form a robust foundation for future work, including policy briefs, educational resources, and collaborative dialogue across the Warwick community and beyond.

The report is structured around three core themes:
(1) academic practices and study activities supported by AI,
(2) motivations, concerns, and ethical considerations shaping AI use,
(3) students' access to and understanding of AI tools.

Readers are encouraged to engage with the sections most relevant to their interests, whether they are seeking insight into student experiences, implications for teaching and learning with AI, or considerations for inclusive and responsible AI use in higher education.

Finally, for comments or suggestions on this report and to inform future initiatives related to AI and study practices, readers are invited to share their feedback via the following link: https://forms.office.com/e/a0hqYKdtUv?origin=lprLink.

Acknowledgements

We would like to thank the Warwick students who generously shared their time, experiences, and reflections by participating in this study. Although we cannot name the participants in this report due to ethical considerations, their insights were central to shaping its findings and ensuring that student voices remain at the heart of this project.

We are especially grateful to Dr Tom Ritchie (Department of Chemistry) for his academic guidance, encouragement, and sustained support throughout the project. His mentorship played a key role in moving the project forward, and his collaboration with the project team on a dedicated episode of his flagship *AI Ethics Now* podcast has significantly extended the reach and impact of this work. The episode (https://open.spotify.com/episode/4f62iF4wvQCWziVeFNp1SY?si=8219ed3e5b604e2b) has received over 1,500 listens worldwide, disseminating the project's insights to a global community engaged in discussions on AI in higher education.

We would also like to sincerely thank WIHEA for funding this project and for providing invaluable administrative and community support that made this work possible. In particular, we acknowledge the contributions of Jessica Humphreys, Lisa Drummond, Michelle Kulpa, and Inca Wright-Hide, whose leadership and encouragement helped foster a supportive environment for collaboration, dissemination, and impact across Warwick and beyond.

Finally, we extend our thanks to the wider Warwick community and colleagues engaged in AI and education for their interest, feedback, and ongoing commitment to advancing inclusive, ethical, and student-centred approaches to AI in higher education.

Dr Yanyan Li, *Dr Meifang Zhuo*, and *Gunisha Aggarwal*

January 2026

Project Overview

The growing recognition of artificial intelligence (AI) to optimise students' skill development (Celik et al., 2024) and to support learning in higher education (HE) is transformative. AI is increasingly shaping academic activities, including writing (Baron, 2023), speaking (Fathi et al., 2024), and the development of interactional skills (Zhai & Wibowo, 2023). Similar to the need for developing a roadmap to research using generative AI, universities and other educational institutions must assess the implications of emerging AI technologies for pedagogy, including how students learn, how educators teach, and how students' learning practices are supported and developed.

Developments in AI are fast-moving, and the growth of AI tools, particularly generative and foundation models, continues to accelerate. While existing research has begun to examine the educational implications of AI, much of this work focuses on limited disciplines or levels of study (Crompton & Burke, 2023) and is predominantly framed from the educator's perspective (Gašević et al., 2023). This project responds to a clear gap in understanding how students themselves perceive and utilise AI in their study processes, particularly in relation to academic practices, motivations and concerns, as well as accessibility issues around AI use. This report provides a snapshot in time of Warwick students' perspectives on using AI to enhance their study skills.

The project was conducted between February and July 2025 and was designed to generate student-centred evidence that can inform future dialogue, policy development, and educational practice related to AI in higher education. It aims to provide insights that may support more inclusive, transparent, and effective approaches to AI integration within the university, while recognising that AI technologies and associated practices will continue to evolve. Specifically, the project investigated three key areas:

- **Students' purposes for using AI:** Identifying the main reasons and specific academic activities (e.g., comprehension, productivity, addressing academic challenges, collaboration) for which students employ AI tools and how they integrate them into their study methods.
- **Student motivations and concerns:** Exploring the driving factors behind students' AI use and the issues they encounter regarding AI integration into their study routines.
- **AI tool accessibility:** Examining what AI tools students use, their affordability, availability, ease of use, institutional support, and the technical literacy required.

This project was conducted to support:

- Warwick's vision of learning beyond boundaries and strengthened student–staff partnership.
- The pedagogic aims and principles underpinning inclusive, innovative teaching and learning at Warwick.

- Warwick's 2030 strategic commitment to ensuring that, irrespective of background, disability, faith, gender, race, or sexual orientation, all students have equitable opportunities to thrive and progress in their studies as the landscape of AI continues to evolve.

The project involved online focus groups with University of Warwick students who had varying experience using AI for study purposes. Qualitative data were analysed using thematic analysis to identify key themes related to AI academic practices and accessibility, and students' motivations and concerns. The findings presented in this report are grounded in student voices and do not represent an official institutional position.

This interdisciplinary research project, and its key strands, was led through a staff-student partnership by the following team:

- Dr Yanyan Li (Lead)
- Dr Meifang Zhuo (Co-Lead)
- Gunisha Aggarwal (Co-Lead)
- Dr Tom Ritchie (Academic advisor)

Methodology

Participants

Participants were recruited through an online screening questionnaire distributed via University of Warwick communication channels. The questionnaire invited students who had experience using AI for academic purposes to register their interest in taking part in online focus groups. It collected information on participants' prior use of AI for academic purposes, demographic background (including age and gender), level of English language proficiency, level and year of study, degree programme and department, self-reported confidence in using AI tools, length of experience using AI for academic purposes, types of AI tools used (e.g. ChatGPT, Perplexity, Elicit), and availability to attend a focus group.

Responses to the screening questionnaire were used to select participants purposively. Selection aimed to ensure diversity in level of study (undergraduate, postgraduate taught, and postgraduate research), disciplinary background, confidence with AI tools, and types of AI tools used. This approach supported the project's aim of capturing a wide range of student perspectives and experiences of AI use for study purposes.

A total of 17 students participated in the study, including 6 undergraduate (UG), 5 postgraduate taught (PGT), and 6 postgraduate research (PGR) students from a range of academic disciplines, including linguistics, literature, medical and health sciences, computer science, business, management, and economics. Social sciences disciplines were the most represented field. Participants ranged in age from their 20s to 50s, with the majority (13 out of 17) aged between 20 and 30. The sample included female and male participants, with females forming a slight majority, and one participant preferring not to disclose their gender. Most participants reported native or fluent English proficiency, with only one indicating intermediate proficiency. Confidence in using AI tools varied. However, most participants described themselves as somewhat or extremely confident, with fewer reporting neutral confidence levels. The duration of AI tool use ranged from less than six months to more than two years, with many participants reporting one to two years of experience. All participants reported using AI tools for academic purposes, most commonly ChatGPT, often alongside other tools such as Perplexity, Gemini, DeepSeek, Claude, and other discipline-specific or productivity-oriented platforms.

Participants were allocated across three online focus groups, with two groups comprising six participants and one group comprising five participants. All focus groups were conducted in English.

Data collection

Data were collected through three two-hour online focus groups conducted via Microsoft Teams and facilitated and moderated by the members of the research team. Focus groups were employed as the primary mode of data generation, as they enable the exploration of

various perspectives on and attitudes towards a specific topic (Bajnok et al., 2024), allowing students to reflect on, share and compare their purposes for using AI in their studies, their motivations and concerns regarding the integration of AI into study routines, and their experiences of accessing and using AI tools, in a permissive and non-threatening environment (Krueger & Casey, 2014). The online delivery of the focus groups supported accessibility and participation across different programmes and levels of study, as participants could remain in their own environments, which helped to increase their willingness to take part (Rose et al., 2019).

All focus groups were audio- and video-recorded using Microsoft Teams with participants' informed consent. Microsoft Teams' automatic transcription function was used to generate initial transcripts. To ensure accuracy and reliability, members of the research team manually replayed the recordings and reviewed and corrected the transcripts prior to analysis.

Data analysis

The corrected transcripts were analysed using reflexive thematic analysis (Braun & Clarke, 2021). This involved familiarisation with the data, systematic coding, and the identification and refinement of themes related to students' purposes for using AI, their motivations and concerns, as well as AI tool accessibility. This approach enabled the identification of shared patterns across participants, as well as nuanced differences in experiences across levels of study and disciplinary contexts.

Thematic analysis identified three overarching themes. First, participants unveiled their purposes for using AI for learning, reflecting on specific academic activities where they have used AI. Participants' responses highlight strategic and critical uses of AI, such as utilising it as a personal tutor, a tool to overcome initial barriers of assignments and course learning, and a scaffold for academic challenges. Additionally, participants also mentioned the negative impacts of using AI for learning on their socioemotional behaviour. Second, participants revealed several concerns and reported fluctuating motivations in using AI for learning since its inception in 2022. Their responses show that their engagement with AI is shaped by their evolving learning needs, curiosity about AI tools, pressure on academic learning, peer and instructor influence, as well as exposure to social media discourse about AI. Students also voiced concerns about ethical issues in AI use, raising questions about the reliability of AI. Third, participants expressed several accessibility-related issues concerning AI tools, including disparities in access, financial difficulties, and insufficient digital literacy and guidance across disciplines. Students also noted the importance of institutional support, equitable access, and clear policy frameworks. These themes provided a comprehensive understanding of students' experiences, informing the policy implications presented in this report.

Ethical considerations

Ethical approval for this project was obtained from the Humanities and Social Sciences Research Ethics Committee (HSSREC) at the University of Warwick prior to data collection. All participants provided informed consent and were informed of their right to withdraw. Each participant received a £20 Edenred voucher as a token of thanks for their contributions to the online focus groups. Participants' anonymity and confidentiality were maintained throughout the research process, and all data were securely stored in accordance with University of Warwick data protection policies and UK GDPR requirements.

Key Insights and Policy Recommendations

Part 1: Purposes of using AI for study

by Dr Yanyan Li

Focus group discussions revealed that, rather than relying on AI solely to complete tasks, students use AI both strategically and critically. Students demonstrate an overwhelmingly positive attitude toward learning with AI, rather than resisting its use for study. The role of AI extends beyond efficiency gains, providing cognitive support, confidence-building, and scaffolding for academic challenges. At the same time, students' use of AI has both positive and negative effects on their engagement and socioemotional behaviour, shaping learning motivation, collaborative learning, and social interactions in nuanced ways. These findings highlight the dual nature of AI as both a supportive academic tool and a factor that may alter learning and social dynamics among students.

Key insights

1) **AI as a personal tutor and learning facilitator**
   Students often use AI interactively, treating it like a study partner rather than a passive tool. In this role, AI allows them to:

   - ask questions and explore topics in a conversational way, enhancing understanding.
   - clarify concepts before engaging with complex materials.
   - receive structured guidance, which is particularly valuable for students facing academic challenges, such as writing long essays or studying in a non-native language.
   - approach tasks with more confidence, using AI as a scaffold that supports self-directed learning.

2) **Overcoming initial barriers to studying**
   AI helps students overcome the 'blank page' problem and feelings of overwhelm at the start of courses and assignments. Specifically, it:

   - assists in summarising key concepts, organising information, and streamlining course materials to support students' initial engagement with academic content.
   - provides prompts, examples, or starting points to reduce cognitive load.
   - helps students organise their thoughts and begin writing or planning without feeling stuck.
   - serves as a source of inspiration rather than a replacement for student work, giving students the momentum to engage actively with the material.

3) **Critical engagement with AI outputs**
   Although AI is widely used, students do not treat it as infallible. They:

- recognise that AI-generated content is subjective and may contain errors.
- evaluate outputs critically, integrating them with their own knowledge and research.
- use AI as a tool for brainstorming or clarification rather than as a final authority.
- develop a cautious approach that balances convenience with intellectual responsibility.

4) **Impact on academic engagement and socioemotional behaviour**
   The use of AI has nuanced effects on motivation, effort, and social learning:

   - AI can increase efficiency, allowing students to grasp material quickly and focus their efforts where most needed.
   - For some, reliance on AI may reduce active engagement or effort, creating a sense of ease that can contribute to procrastination.
   - AI's impact on socioemotional and collaborative interactions is complex. Students' experiences suggest that AI can both reduce and support social engagement: some rely on it as a substitute for interacting with others, while others use it to facilitate social interactions and build confidence. At the same time, AI can affect collaborative learning, as some students rely on it for individual problem-solving rather than discussing tasks with peers.

Policy implications

1) **Promote AI as a learning support tool, not a replacement**
   - Encourage policies and guidance that frame AI as a scaffold for learning (e.g., a personal tutor or study partner) rather than a tool to complete assignments for students, reflecting the co-intelligence model of human-AI collaboration.
   - Provide workshops or resources that help students leverage AI for idea generation, comprehension of materials, and structured guidance while maintaining academic integrity. These could include training on how to craft effective prompts, guiding students to ask precise questions, explore ideas critically, and generate useful and ethical outputs without bypassing their own thinking.
2) **Support diverse student needs**
   - Recognise that AI can particularly benefit students facing academic challenges, such as non-native speakers or those struggling with complex assignments.
   - Policies could encourage AI integration into learning support services (academic writing centres, study skills workshops) to reduce barriers and enhance confidence.
3) **Develop critical digital literacy programmes**
   - Students need guidance to critically evaluate AI outputs, understanding that they may be subjective or contain errors.
   - Institutions could implement training programmes to promote critical engagement with AI, teaching students to integrate AI outputs thoughtfully into research and study processes. These programmes should also encourage reflection on how

students use AI, including how they formulate prompts, interpret outputs, and balance AI assistance with their own thinking, thereby fostering metacognition and responsible use.

4) **Balance efficiency with engagement**
   - While AI can improve efficiency, it may reduce active engagement or encourage overreliance.
   - Policies could promote reflective practices or structured assignments that ensure students engage deeply with material, rather than relying solely on AI summaries or solutions.
5) **Support social, emotional and collaborative learning**
   - Recognise that AI can both support and inhibit social interaction and collaboration.
   - Encourage the design of AI-enhanced learning activities that foster peer collaboration and discussion, ensuring that AI complements rather than replaces social learning experiences.
6) **Monitor and evaluate AI's impact on learning**
   - Establish mechanisms to evaluate how AI use affects student engagement, learning outcomes, and socioemotional development. This could include: i) collecting data through surveys, focus groups, or interviews to capture students' experiences and perceptions; ii) tracking academic performance and engagement metrics to identify changes linked to AI-assisted learning; iii) monitoring collaborative and social behaviours in AI-enhanced learning environments to understand their impact on peer interactions.
   - Use these insights to develop evidence-based policies guiding responsible AI integration in teaching, learning, and assessment, adjusting strategies based on observed challenges and best practices to enhance learning, critical thinking, and socioemotional development.

Part 2: Motivations and concerns about using AI in study

by Dr Meifang Zhuo

Students' motivation for AI use is not static but fluid and dynamic. It may begin with either internal curiosity or external pressures, then fluctuate with their growing knowledge about AI, accumulated experiences with AI tools, ongoing development of AI technology, evolving learning and developmental needs and personal values, and changes within their broader social and educational ecosystem (see the motigraphs in Figures 1-4).

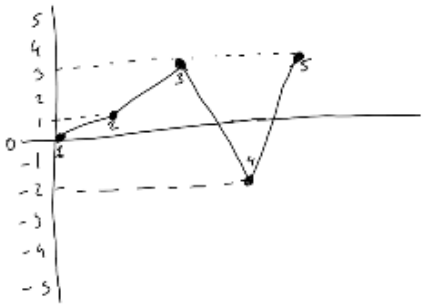

Figure 2

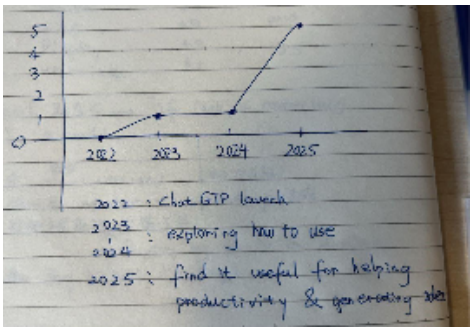

Figure 1

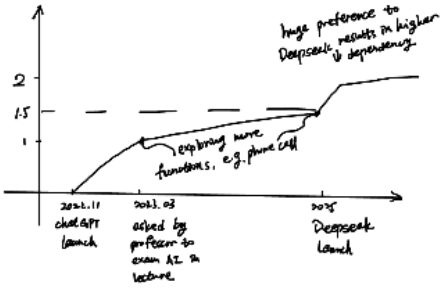

Figure 4

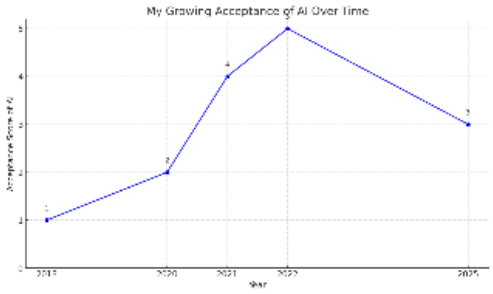

Figure 3

Key insights

1) As motivation changes over time and varies by context, static blanket AI policies, like complete bans or unrestricted use, are likely ineffective.
2) As students' knowledge of AI grows, their motivation typically shifts from indifference or negativity toward more positive attitudes. It means AI understanding is essential for healthy motivation.
3) As students' motivation is heavily shaped by several dynamics, including peer comments, instructor perspectives and social media content, it indicates that
    - students' motivation is shaped by social processes, in addition to their own rational evaluation of the capabilities or limitations of AI
    - Peer validation works primarily in a positive/permissive direction, a possible bandwagon effect for adoption but not for rejection
    - Instructors have both the opportunity and the responsibility to support students to develop a healthy motivation for AI use
    - Students are vulnerable to viral AI content and controversy on social media without deep understanding of AI
4) As international students find AI useful in assisting them to adapt to the UK educational system and deal with language barriers in their course studies and assignments, AI has the potential to bridge the awarding gap between home and international students.

Policy implications

1) Develop flexible, adaptive, instead of 'one-size-fits-all' AI policies, which can evolve with the development of technology and students' needs. Meanwhile, the policies should allow disciplinary variation to accommodate students' learning needs. Additionally, existing AI policies should be reviewed and updated regularly to reflect the development of AI technology and align with the broader social and educational ecosystem. What works this semester may be obsolete by next semester.
2) Create AI literacy programmes which focus on building shared understanding within cohorts, departments, or learning communities, treating it as community competency rather than individual training modules, as motivation is socially constructed.
3) Take proactive measures to shape the discourse on AI through multiple channels, including orientation programmes, student ambassadors, clear instructor statements and social media presence. Concurrently, create structured opportunities where students can discuss the use of AI together, to channel peer influence productively.
4) Redesign assessment structures to align with AI-enabled reality across faculties, making AI use either explicitly integrated, clearly irrelevant, or detectable, instead of a current ambiguous middle ground that makes students feel that using AI is simultaneously helpful and unfair.
5) Develop institutional positions on AI use and train instructors with corresponding communication frameworks, so that instructors can have clear guidance on how to frame AI in courses and communicate with their students consistently.

Part 3: Accessibility issues in using AI for study

by Gunisha Aggarwal

AI tools such as ChatGPT are becoming increasingly embedded in students' academic practices. However, disparities in access, understanding, and guidance are contributing to inequitable and inconsistent use across departments. While many students already use AI, variations in tool versions (free vs premium) and a lack of clear institutional policies undermine fairness and responsible use.

Key insights

1) Unequal access and independent navigation

AI accessibility among students depends heavily on their financial capacity and digital confidence. Students who can afford premium AI versions benefit from more advanced features, creating a gap between users. Those with greater digital literacy navigate these tools more effectively, often without formal support. Without institutional provision, AI use risks reinforcing inequalities in academic performance and opportunity.

2) Inadequate and inconsistent guidance on ethical and effective use of AI

Students report that current university guidance on ethical and effective AI use is unclear, inconsistent, and fragmented across departments. The absence of unified guidance contributes to confusion, uneven policy enforcement, and underreporting of AI use. Students lack confidence in what constitutes ethical or acceptable engagement with AI tools.

3) Need for institutional support and AI literacy

Students consistently express a desire for structured institutional support, including access to AI tools and training in their ethical and practical application. Providing AI resources and literacy initiatives can promote responsible, equitable, and informed use, preparing students for a digital future.

Policy implications

1) Provide institutional access to AI tools

- Offer university-funded access to approved AI platforms (e.g., expanding Microsoft Co-pilot access for students).
- Provide opportunities for students to upskill and learn about AI through workshops and training sessions.

2) Create awareness of and maintain an up-to-date university's AI policy

- Offer a concise, high-level summary of the university's AI policy that goes beyond just examples of suggested uses, providing clarity on overarching principles and guidelines.
- Include explicit disclosure and citation guidelines for AI-assisted work.
- Establish a regular review cycle to ensure the policy remains responsive to rapid developments in AI technologies, tools, and emerging ethical concerns.

3) Build on existing AI literacy programmes

- Develop and market short, free courses on AI use, mirroring existing digital skills or academic integrity modules.
- Build on the AI and Academic Integrity Moodle Course.
- Integrate AI literacy into induction and ongoing academic development programmes.
- Cover both technical navigation and ethical considerations, including bias, privacy, academic honesty, and the evolving capabilities and limitations of AI tools.

4) Promote department-specific support

- Encourage departments to contextualise the general policy through subject-relevant examples and scenarios.

- Designate an ‘AI Guidance Lead’ in each department to provide tailored advice and act as a liaison for policy implementation.
- Mandate the provision of AI guidance document for each piece of assessed work.

Conclusion

This study provides student-centred exploration of how AI is used to support learning at the University of Warwick. Focus group discussions reveal that students engage with AI both strategically and critically, treating it as a co-intelligent partner rather than merely a tool to complete tasks. AI plays multiple roles: it facilitates comprehension, scaffolds complex assignments, helps overcome the 'blank page' problem, and builds confidence, particularly for students facing language or disciplinary challenges. At the same time, AI use has nuanced effects on engagement, motivation, and socioemotional behaviour, influencing independent and collaborative learning, and peer interactions and engagement in both positive and negative ways. Students' motivations for using AI are dynamic and socially situated. Influences include curiosity, academic pressures, peer perspectives, instructor guidance, and exposure to wider discourse on AI. Access and digital literacy further shape the benefits students gain from AI, highlighting potential inequities that could exacerbate existing gaps between students with different levels of technical proficiency or financial resources. These findings underscore the need for institutions to adopt adaptive, inclusive, and evidence-based policies that promote responsible AI integration.

Recommendations emerging from this research include promoting AI as a scaffolded learning tool, embedding critical digital literacy and reflective practices, ensuring equitable access to AI platforms and guidance, supporting socioemotional and collaborative learning, and monitoring the impact of AI on engagement, learning outcomes, and social development.

Future research should extend these insights by exploring longitudinal impacts of AI on students' learning and socioemotional behaviours, examining discipline-specific practices, and assessing how AI literacy programmes influence students' critical engagement over time. Additionally, institutions should experiment with innovative teaching and assessment designs that integrate AI ethically and transparently.

By foregrounding student experiences, this report offers actionable insights for educators, academic developers, and policymakers in higher education. It advocates for a balanced approach to AI adoption in higher education, one that harnesses its potential to enhance learning while safeguarding equity, integrity, and socioemotional development, and encourages ongoing research and iterative policy development to respond to the rapidly evolving technological and educational landscape.

Biographies of Contributors

Dr Yanyan Li is an Early-Career Fellow at the Institute of Advanced Study and a Fellow of the Higher Education Academy (FHEA). She holds a PhD in Applied Linguistics from the University of Warwick. She has served as a guest lecturer for postgraduate courses on spoken interaction, human-AI interaction, and public and community engagement at Warwick. She is the Institutional Representative for the British Academy's Early-Career Researcher Network at Warwick. Her research interests span multimodal communication, conversation analysis, human-human and human-AI interaction, public, digital, and mental health, as well as public engagement and research culture.

Yanyan.Li.1@warwick.ac.uk

Dr Meifang Zhuo is an Associate Fellow of the Higher Education Academy (AFHEA) and a PGR Teacher Mentor at the Warwick Postgraduate Teaching Community. She has contributed to the MA/MSc TESOL postgraduate programmes at three Russell Group Universities, including the University of Warwick, University of Leeds and University of Birmingham. Her PhD focuses on language teacher professional development and wellbeing. Her research interests sit at the intersection of teacher education, AI in education and innovative pedagogy.

Meifang.zhuo@warwick.ac.uk

Gunisha Aggarwal is an emerging thinker in AI ethics, exploring how AI shapes productivity, learning, and the future of work. She holds a first-class honours degree in Economics from the University of Warwick, where she conducted research on the impact of generative AI on productivity. At Warwick, she served as a Student Inclusion Officer, President of Enactus Warwick, and contributed to institutional discussions on the future of work as a panellist at an event chaired by Microsoft's former Chief Envisioning Officer. She currently works as an Associate Consultant at the Boston Consulting Group.

gunishaagg@gmail.com

Dr Tom Ritchie is a Reader in Chemistry Education and Director of Student Experience in the Department of Chemistry at the University of Warwick, and a Senior Fellow of the Higher Education Academy (SFHEA). He is currently serving as a US-UK Fulbright Scholar at Elon University, North Carolina. His research interests include, belonging in education, AI ethics, education for sustainable development, and human-centred design. Tom chairs the ESD Action Group at Warwick, co-leads the Centre for Belonging in Education, and hosts the *AI Ethics Now* podcast.

Tom.Ritchie@warwick.ac.uk

References

Bajnok, A., Kriskó, E., Korpics, F., Korpics, M. K., & Milován, A. (2024). Focus group discussion as a method of data collection in higher education and related fields. *Pro Publico Bono–Public Administration, 12*(2), 23–41. https://doi.org/10.32575/ppb.2024.2.2

Baron, N. S. (2023). *Who wrote this? How AI and the lure of efficiency threaten human writing.* Stanford University Press.

Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and psychotherapy research, 21*(1), 37-47. https://doi.org/10.1002/capr.12360

Celik, I., Gedrimiene, E., Siklander, S., & Muukkonen, H. (2024). The affordances of artificial intelligence-based tools for supporting 21st-century skills: A systematic review of empirical research in higher education. *Australasian Journal of Educational Technology, 40*(3). https://doi.org/10.14742/ajet.9069

Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education, 20*(1), Article 22. https://doi.org/10.1186/s41239-023-00392-8

Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System, 121*, Article 103254. https://doi.org/10.1016/j.system.2024.103254

Gašević, D., Siemens, G., & Sadiq, S. (2023). Empowering learners for the age of artificial intelligence. *Computers & Education: Artificial Intelligence, 4*, 100130. https://doi.org/10.1016/j.caeai.2023.100130

Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.

Rose, H., McKinley, J., & Baffoe-Djan, J. B. (2019). *Data collection research methods in applied linguistics*. Bloomsbury Academic. https://doi.org/10.5040/9781350025875

Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university. *Computers and Education: Artificial Intelligence, 4*, 100134. https://doi.org/10.1016/j.caeai.2023.100134