

Online Students' Concerns and Hopes About Generative AI: Paper Series

Key Findings and Recommendations

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In winter 2024, we surveyed over 600 students who were taking online courses to learn about their perceptions of generative AI tools during the fall of 2023. The first paper analyzes student responses to the open-ended question, *What are 1-2 of your concerns regarding Generative AI tools?* The second paper analyzes student responses to the open-ended question, *What are 1-2 of your hopes regarding Generative AI tools?*

Key Findings from the Series

- Students identified an astonishing number of acute and **serious concerns** about generative AI tools, reflecting a complex matrix of risk assessments regarding themselves, their communities, their country, and the planet.
- Students' concerns are in striking contrast to the popular narrative that most students have, are, or will enthusiastically use generative AI tools.
- Students expressed **broad hopes** for generative AI tools such as: improving access to and generation of more information, positively impacting learning and education, and enabling more productivity in school and at work.
- Positive sentiments expressed by students used language that was general, shallow, vague, and broad, aligning with inflated marketing language of technology companies.
- Many students voiced their **concerns in response to the question about hopes**, using the question stem to frame their worries: "I hope that my concern does not occur."
- Students **outlined ways in which they and others might intervene** through renewed ethical commitments, societal shifts, regulations, and restructuring/rebuilding tech companies by using consented data.

"I hope that students will be academically supported in the development of their OWN knowledge and skills"

Recommendations from the Series

- Based upon the amount and quality of concerns expressed by students, instructors should be cautious in assuming that all students are using or want to use these tools.
- Instructors should recognize the **wide range of students' concerns** about generative AI and how these concerns impact their educational experiences.
- Instructors should engage students in discussions about the **risks and uses** of these tools and about how these technologies impact their lives in and out of the online classroom.
- Instructors can create opportunities for students to **reflect upon the use** of generative AI in their learning and in connection with their values.
- Instructors might consider **co-creating their generative AI course policies** with their students to clarify expectations, alleviate concerns, and increase engagement.

Read the report and research papers on our [results page](#).