

Voices on AI in Learning: Student Stories from the Classroom

*How student experiences with artificial intelligence
are reshaping university learning and teaching*

Featured Stories Vol. 3



Published by
Centre for Holistic Teaching and Learning
WYS 803
8/F, Dr Wu Yee Sun Building
15 Baptist University Road
Baptist University Road Campus
Hong Kong Baptist University
Kowloon Tong, Hong Kong

© 2026 Centre for Holistic Teaching and Learning, Hong Kong Baptist University

ISBN: 978-988-72329-2-6

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without prior written permission.

For citation:

Centre for Holistic Teaching and Learning, (2026). *Voices on AI in Learning: Student Stories from the Classroom - How student experiences with artificial intelligence are reshaping university learning and teaching - Featured stories (Vol. 3)*. Hong Kong Baptist University. <https://chtl-bu.hkbu.edu.hk/documents/ai-learning/>

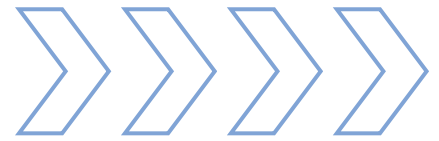
Voices on AI in Learning: Student Stories from the Classroom

*How student experiences with artificial intelligence are
reshaping university learning and teaching*

Featured Stories Vol. 3

Table of Contents

04-05	Introduction
06-07	Learning to Research Responsibly with AI
08-09	Preparing for the AI-Driven Business World
10-11	AI as a Personal Study Companion
12-13	Enhancing Creativity Through Visual AI
14-15	Speed, Convenience, and the Cost of Thinking
16-17	Discomfort, Resistance, and Reflection



18-19	Imagining Personalized AI Learning
20-21	AI as a System, Not a Substitute
22-23	Regaining Attention in the English Classroom
24-25	Mastering Academic Search with AI
26-27	Physics Beyond the Textbook
28-29	Critical Use of AI Support
30-31	Conclusion

Introduction

Artificial intelligence is no longer a distant or abstract concept in higher education. It is already embedded in classrooms, assessments, research practices, and independent study routines. For university teachers and students alike, the central question is no longer *whether* AI should be part of learning, but *how* it should be meaningfully and ethically integrated.

In addition to undergraduate perspectives, this volume also brings together postgraduate students' reflections on learning with AI. These accounts, drawn from advanced disciplinary and research-oriented contexts, extend the undergraduate narratives by illustrating how AI supports, complicates, and reshapes learning at a more specialised and professional level.

This e-book presents **stories drawn from undergraduate and post-graduate students across disciplines**, each reflecting on their lived experiences of learning with AI. Rather than offering technical guidance or policy-level prescriptions, these narratives foreground the **student voice**—how AI was introduced to them, how it shaped their learning habits, what skills it enhanced or diminished, and where it raised unease, resistance, or ethical concern.

Taken together, the stories reveal no single consensus view. Some students describe AI as an efficient academic partner that supports research, organization, creativity, and confidence. Others express discomfort, warning that convenience can come at the cost of deep reading, critical thinking, and intellectual independence. Still others occupy a thoughtful middle ground, recognising AI's benefits while actively resisting overreliance.

What unites these accounts is a shared message: **students are already making judgments about AI**, whether teachers explicitly address it or not. Their practices, anxieties, and adaptations are shaping learning outcomes in real time.

For university teachers, these stories offer more than anecdotal insight. They demonstrate why **student experience and feedback are crucial for pedagogical decision-making** in an AI-rich environment. When educators listen carefully to how students actually use, resist, and make sense of AI tools, they are better positioned to adapt teaching strategies, design assessments that promote learning rather than dependency, and cultivate forms of AI use that enhance—not erode—intellectual growth.

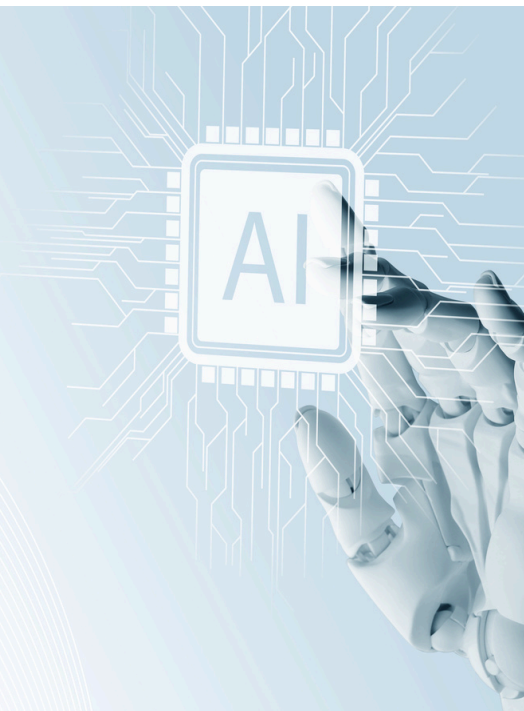
This e-book therefore invites educators to read not as external evaluators, but as reflective practitioners. The stories that follow are not prescriptions, but provocations—asking how teaching practices might evolve when student perspectives are taken seriously as a foundation for pedagogical innovation. The pedagogical takeaways included after each story are attempts to contribute to this important and ongoing discussion.



Learning to Research Responsibly with AI

Lam Yuk Cho Adrian

Science



Adrian's engagement with AI developed gradually through a *general education course* that framed AI not as a shortcut, but as an academic tool requiring intentional and ethical use. Reflecting on the course, he explained in detail,

"GFQR1027 taught us tools and how to use AI responsibly and as a tool, such as Consensus and Perplexity.ai, data analysis, Statista, data extraction and summarization, research skills, cross-referencing, citation machines, and API tools and websites. I also learned the importance of keywords and operators such as "exact phrase", "site:", and "filetype:".



Consensus



perplexity

What stood out most to Adrian was not access to information, but learning *how* to search systematically. Instruction on keyword selection and search operators transformed his approach from casual browsing into deliberate inquiry—an especially valuable shift in science, where evaluating source quality is often more challenging than locating content.



In molecular science I also learned how to do this using AI tools to help create my project skeleton of a research project.

He later applied these skills directly in molecular science research, noting that:

“In molecular science I also learned how to do this using AI tools to help create my project skeleton of a research project.”

When researching human gut microbiota, Adrian used AI to locate sources and datasets, but carefully avoided copying generated explanations. He explained that he relied on AI.

“To find articles and then use my own words and understanding to write explanations and arguments.”

This practice helped him articulate complex relationships—such as how environmental pollution affects gut microbiota and, in turn, physical and mental health—while maintaining intellectual ownership.

Using AI also shaped his learning approach. He became more strategic about research planning, outlining project structures with AI before filling them with independently analysed content. At the same time, he recognised limitations, particularly around accuracy and over-generalisation, and emphasised the need to verify AI-produced information.

For Adrian, AI enhanced research efficiency and structure, but the intellectual responsibility remained firmly human.

Pedagogical Takeaways for Teachers

- Teaching **search strategy and verification** alongside AI use strengthens scientific literacy.
- AI can support research scaffolding without replacing interpretation.
- Emphasising rewriting and synthesis discourages superficial use.



Preparing for the AI-Driven Business World

Mohammed Irtifa Wasif
Business



It bridges theory and practice by integrating AI fundamentals, business strategies, and ethical considerations.

Mohammed's experience with AI was shaped primarily through *AI for Business*, a course that deliberately positioned AI as a professional competency rather than a novelty. He described the course as one that:

"Stands out for its comprehensive exploration of AI's transformative role in business. It bridges theory and practice by integrating AI fundamentals, business strategies, and ethical considerations."

A major learning emphasis was prompt engineering, which required clarity of thought before engaging with AI. Through repeated practice, Mohammed realised that vague thinking led to weak output, while precise problem definition produced useful results. This insight changed how he approached decision-making tasks, pushing him to define objectives more precisely.

HeyGen enabled me to transform text prompts into engaging videos with AI-generated visuals and voiceovers, whether it was showcasing a business idea, explaining a strategy, or delivering a tutorial.

Outside of written work, Mohammed used HeyGen AI to create professional business videos. He explained:

“HeyGen enabled me to transform text prompts into engaging videos with AI-generated visuals and voiceovers, whether it was showcasing a business idea, explaining a strategy, or delivering a tutorial.”



Crucially, Mohammed noted that AI did not replace thinking; it *amplified* it. By automating repetitive tasks such as summarisation and idea generation, AI allowed him to focus on the higher-level thinking processes of strategy devising and decision-making. At the same time, he stressed the importance of verification and ethics. For Mohammed, AI should be embraced, but responsibly, with accountability and critical engagement always foregrounded.

Pedagogical Takeaways for Teachers

- Prompt engineering doubles as training in problem definition.
- Generative media tools can simulate professional contexts.
- Embedding ethics prevents instrumental overuse of AI.



AI as a Personal Study Companion

Luo Xiwen

Science

AI is very efficient in generating questions, and the feedback is very concise and clear. It really helped me a lot and saved me time from going to the teacher or looking for practice materials.



Xiwen first encountered AI in her *University English* course, where her tutor demonstrated how AI could assist with practice outside class. She recalled this experience vividly:

“In the college English study last semester, I learned from my tutor how to use AI to assist my practice. I mainly use AI for after-class exercises and error checking.”

All in all, AI plays an important role in my after-school study. I can use it for all aspects of my study anytime and anywhere.

What made AI especially valuable to her was its immediacy and clarity. She explained,

“AI is very efficient in generating questions, and the feedback is very concise and clear. It really helped me a lot and saved me time from going to the teacher or looking for practice materials.”

Over time, AI became a constant presence in her learning routine. As she put it:

“All in all, AI plays an important role in my after-school study. I can use it for all aspects of my study anytime and anywhere.”

She later adopted ChatGPT in science subjects such as biology, chemistry, and mathematics. While AI helped her quickly access explanations, she remained selective and reflective, deliberately evaluating responses before using them. Translation features also expanded her access to foreign-language academic materials. Although errors occasionally appeared, Xiwen learned to cross-verify information rather than accept it uncritically.

Pedagogical Takeaways for Teachers

- AI supports independent practice when paired with evaluation skills.
- Translation tools expand access to global resources.
- Teaching verification habits mitigates misinformation risks.



Enhancing Creativity Through Visual AI

Eleanor Lee

English Language and Literature



I utilize AI to generate pictures, which helps make the whole project more intriguing and appealing.

Eleanor encountered AI primarily through *Virtual Storytelling*, a course that blended creative writing, coding, and visual design. She explained the central role AI image generators played in her work:

“As an English major, I have experience using AI in a course called ENGL2097 Virtual Storytelling. I utilize AI to generate pictures, which helps make the whole project more intriguing and appealing.”

Relying on AI to write essays is not helpful for our critical thinking and analytical progress. Using AI tools for writing essays deteriorates our organizational and analytical abilities.

However, Eleanor was keenly aware that AI creativity was not automatic. Producing satisfactory visuals required careful refinement of prompts. She described the process candidly:

“When I type keywords into an AI photo generator, the resulting images do not always match what I had envisioned. In those cases, I have to modify the keywords to acquire more accurate and satisfactory images.”

While she valued AI’s contribution to visual creativity, Eleanor expressed strong reservations about its use in academic writing. She argued that:

“Relying on AI to write essays is not helpful for our critical thinking and analytical progress. Using AI tools for writing essays deteriorates our organizational and analytical abilities.”

For Eleanor, AI is most beneficial when carefully bounded—supporting design and multimodal work without displacing thinking itself.

Pedagogical Takeaways for Teachers

- AI can enhance multimodal creativity without replacing analysis.
- Prompt refinement reinforces the writer’s control, decision-making power, and creativity ownership over the text or output.
- Clear boundaries protect critical writing skills.



Speed, Convenience, and the Cost of Thinking

San Thar Htut
Business



*We get to use a number of
AI like GPT-4.0, Gemini,
Claude, and many more.*



San Thar's engagement with AI was extensive, both academically and professionally. Through the course *AI for Business*, he explored multiple AI tools and gained exposure to their historical development, technical foundations, and potential future applications.



"We get to use a number of AI like GPT-4.0, Gemini, Claude, and many more. Not only text generation, it also provides the usage of other purposes such as video generation in HeyGen."



Outside class, his freelance design work relied heavily on AI-enhanced software, particularly Photoshop. He explained how tasks that were once time-consuming could now be completed instantly. AI also became part of his learning routine through LinkedIn Learning, where summarisation tools helped him manage content load.

AI is making everything so easy, especially for brainstorming activities; hence, I do not really want to put much effort into critical thinking.



Despite these efficiencies, San Thar became increasingly concerned about skill erosion. He reflected honestly:

“AI is making everything so easy, especially for brainstorming activities; hence, I do not really want to put much effort into critical thinking.” He became aware that convenience could gradually weaken critical engagement if left unchecked.

He also noticed declines in reading stamina and analytical depth. Yet, rather than rejecting AI, San Thar argued for conscious balance—learning to reap benefits without surrendering discipline.



Pedagogical Takeaways for Teachers

- Convenience requires **intentional counter-balances**.
- Reflection activities maintain cognitive effort.
- Transparency about trade-offs supports mature use of AI.

Discomfort, Resistance, and Reflection



Lamarche Valenzuela Marcelle Karina

Social Work

Not only is AI heavily emphasized in the whole UE2 curriculum, but my instructor is an avid fan of the technology. At first it was a bit creepy for me to have AI all of a sudden.

Marcelle's experience with AI in learning stood out not because of enthusiasm, but because of resistance grounded in deep reflection. Most of her early university courses had been largely AI-free, so the transition into a *University English II* course heavily infused with AI felt abrupt and unsettling:

"Not only is AI heavily emphasized in the whole UE2 curriculum, but my instructor is an avid fan of the technology. At first it was a bit creepy for me to have AI all of a sudden."

Her instructor frequently used AI to read texts aloud in class, present AI-generated videos to explain concepts, and even developed an in-house generative AI platform to support student learning.

While Marcelle recognised the convenience and novelty of these tools, she described feeling uneasy rather than empowered. She expressed that constant exposure to AI summaries and auto-generated explanations made learning feel shallow.

AI literally hands you everything, so how can it help develop your creativity or critical thinking?

“When I stumble upon AI-generated sources or AI summaries, I feel like I am not learning as much. It feels like I did what I was asked without actually absorbing the knowledge.” Reading, interpreting, and grappling with texts herself—a process she valued—seemed to be displaced by automation.

Outside class, Marcelle used ChatGPT selectively to create outlines for essays and organise ideas, but deliberately avoided asking it to generate content. She also used Grammarly for surface-level editing and plagiarism checkers to confirm originality. She noted that JSTOR’s AI features were helpful for checking whether articles aligned with her research needs, but again, only as a support rather than a substitute for reading.

Marcelle was especially concerned about skill erosion. She felt that excessive reliance on AI weakened creativity, problem-solving, and critical thinking. As she stated forcefully:

“AI literally hands you everything, so how can it help develop your creativity or critical thinking?”

Her stance hardened when she reflected on her future profession. As a social work student, she argued that reliance on AI is incompatible with the ethical and human demands of her field. Empathy, judgment, and interpretation cannot be automated.

For Marcelle, AI in education is not neutral—it demands restraint.

Pedagogical Takeaways for Teachers

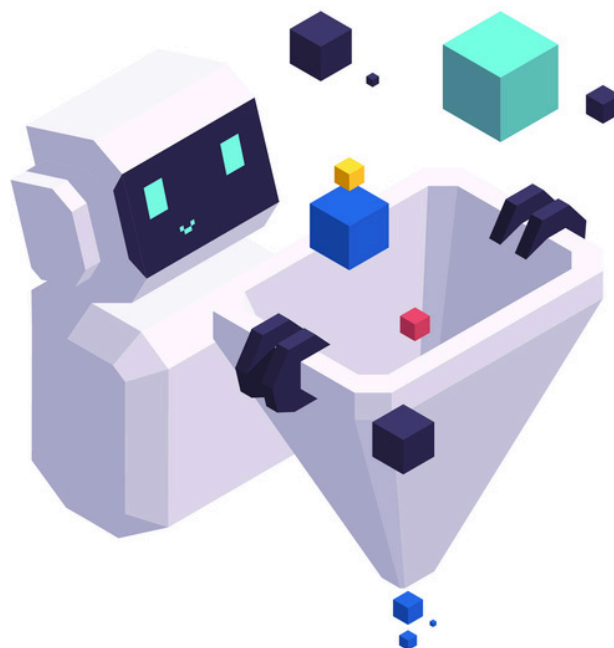
- Student resistance can reflect disciplinary ethics, not opposition to innovation.
- Over-integration of AI may undermine skills students consider foundational.
- Allowing students to critique or limit AI use supports intellectual agency.



Imagining Personalized AI Learning

Yan Pak Yau

Human Resource Management



AI-powered chatbots could engage students in conversational practice, provide instant feedback on grammar and vocabulary usage, and adapt the difficulty level based on individual progress.

Pak Yau approached AI less through a specific classroom experience and more through its broader educational possibilities. He described an ideal learning scenario in which AI chatbots could support language learning by offering continuous, adaptive practice. In his words,

“AI-powered chatbots could engage students in conversational practice, provide instant feedback on grammar and vocabulary usage, and adapt the difficulty level based on individual progress.”

What appealed to Pak Yau most was not novelty, but availability. He noted that such systems offered

...personalized learning experiences, constant availability for practice, and real-time feedback, which are often challenging for human teachers to provide consistently.

“personalized learning experiences, constant availability for practice, and real-time feedback, which are often challenging for human teachers to provide consistently.”

Rather than framing AI as a replacement for teachers, Pak Yau saw it as a complementary infrastructure that could reduce learner anxiety and encourage experimentation. The ability to practice without fear of embarrassment or judgment was, for him, a crucial advantage.

Although his reflections were largely future-oriented, they revealed a clear pedagogical intuition: AI’s value lies not in automation, but in expanding opportunities for practice and feedback beyond the constraints of classroom time.

Pak Yau acknowledged challenges such as bias, fairness, and ethical concerns, but believed these could be addressed through thoughtful design and regulation. Overall, Pak Yau viewed AI as an opportunity to reshape learning environments in more adaptive and learner-centred ways, provided institutions invest in responsible implementation.

Pedagogical Takeaways for Teachers

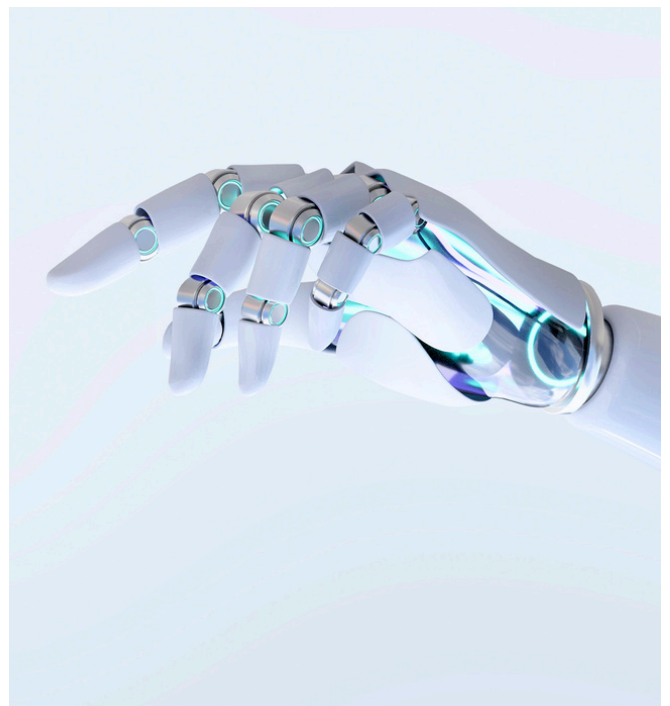
- Students may respond not only to current practice but also to *imagined futures*.
- Personalisation and feedback beyond the constraints of the classroom are widely valued by learners.
- Ethical discussion should accompany conceptual discussions of AI.



AI as a System, Not a Substitute

Ko Yi Ting

Human Resource Management



Yi Ting engaged with AI at a more conceptual level, focusing on how AI systems function and what constraints they inevitably carry. Like Pak Yau, she pointed to language-learning chatbots as an example of productive AI integration, explaining that they

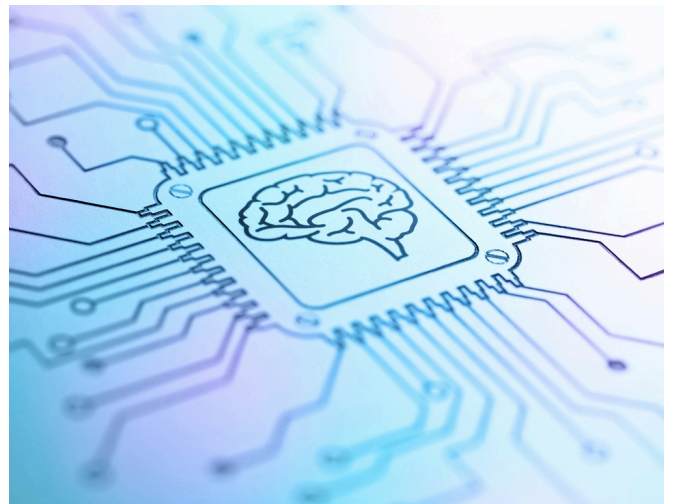
“could engage students in conversational practice, provide instant feedback, and adapt the difficulty level based on individual progress.”

...could engage students in conversational practice, provide instant feedback, and adapt the difficulty level based on individual progress.

However, Yi Ting moved quickly beyond application to ethics. She emphasised that many AI systems operate as opaque models, raising concerns about bias, transparency, and accountability. Her reflections suggested that effective use of AI requires not only technical familiarity, but institutional and pedagogical safeguards.

Rather than viewing AI as an intelligent replacement for teachers, Yi Ting framed it as a support structure that must remain under human oversight. In her view, understanding *how* AI works—and where it fails—was essential for both students and educators.

Yi Ting's stance echoed a recurring theme across the stories: AI can enhance learning, but only when its authority is limited, its processes scrutinised, and its role clearly defined.



Pedagogical Takeaways for Teachers

- Teaching how AI systems work helps students develop realistic expectations.
- Human oversight is essential for ethical and effective use.
- Clear institutional guidelines support responsible engagement.



Regaining Attention in the English Classroom

Renee Koay Jia Yan

Public Relations and Advertising



Renee described her English learning experience candidly. She admitted that she often found English classes monotonous and struggled to maintain attention when lessons were purely lecture-based. This changed when her lecturer began using Mentimeter to introduce live interaction into class sessions. She said,



“Our English teacher frequently used Mentimeter to ask students to type in their answers on the spot, then correct us immediately and provide advice to the whole class.”

This interactivity helped her recognise gaps in understanding and encouraged active reflection. Reviewing classmates’ answers helped Renee see what she had missed and provided guidance on how to revisit content after class.

Whenever I ask something, I only trust about 20% of what they say and use their responses for inspiration before doing further research.

Outside the classroom, Renee used ChatGPT, Poe, and Grammarly primarily to support writing. Grammar checking, sentence restructuring, and idea organisation were the main uses. She also used AI tools for exam preparation, asking ChatGPT to generate practice questions to test her understanding of communication theories. However, she remained cautious about trust:



Poe



grammarly

“Whenever I ask something, I only trust about 20% of what they say and use their responses for inspiration before doing further research.”

For Renee, AI reduced anxiety, saved time, and made learning more approachable—but only when used critically and selectively, without erasing personal voice.

Pedagogical Takeaways for Teachers

- Interactive AI tools can re-engage disinterested learners.
- Immediate feedback supports self-awareness and revision.
- Teaching selective trust fosters critical engagement.



Mastering Academic Search with AI

Mohamed Salihu Adnan Fazi

Science



Turbolearn AI is used to create flash cards, quizzes, summarise content you provide through PDFs and helps to record audio and generate notes based on the audio file. This basically helps students create notes.

Mohamed's experience with AI began in a *molecular science laboratory*, where he was first introduced to AI-powered academic search tools designed specifically for research. Reflecting on this moment, he explained:

"During my molecular science lab my teacher teaches us an AI tool called Consensus as it is used to get research papers and other answers for the given questions with citations. This tool is very helpful for writing academic research papers and reports."

What stood out for Mohamed was not only access, but confidence. Tools such as Consensus and Perplexity made peer-reviewed research feel navigable rather than intimidating, particularly when paired with citation features that allowed him to trace sources directly. He later encountered these tools again in his University English course, where his instructor encouraged their use for brainstorming and literature reviews, reinforcing their academic legitimacy.

From the prompt he gave I just changed a word, just a word, but the answer was completely different from the instructor's answer, which showed me the limitations of those AI tools.

Outside of class, Mohamed built an extensive AI ecosystem to support his learning. He described relying on multiple tools for different purposes, noting:



"Turbolearn AI is used to create flash cards, quizzes, summarise content you provide through PDFs and helps to record audio and generate notes based on the audio file. This basically helps students create notes."

However, extensive use also sharpened his awareness of AI's limitations. One experience, in particular, stayed with him:

"From the prompt he gave I just changed a word, just a word, but the answer was completely different from the instructor's answer, which showed me the limitations of those AI tools."

This sensitivity to prompting helped Mohamed realise that AI literacy was not passive consumption, but an active academic skill. He concluded that while AI *"can immediately answer it with nearly accurate answers,"* students must remain vigilant, learning how to refine prompts, verify outputs, and remain alert to bias.

For Mohamed, AI expanded access and efficiency, but only when paired with judgment.

Pedagogical Takeaways for Teachers

- AI can significantly lower barriers to academic research and note-taking.
- Prompt literacy is a critical academic skill.



Physics Beyond the Textbook

Chen Jinta

Operational Research and Business Statistics

An exceptional ability to break down complicated topics into clear and concise explanations, which helped me grasp difficult concepts more easily.



Jinta reflected on a *high-school physics course* that shaped his views on technology-enhanced learning. He described his teacher as having:

“An exceptional ability to break down complicated topics into clear and concise explanations, which helped me grasp difficult concepts more easily.”



Animations were used to demonstrate wave formation and propagation, while videos of children playing on swings were used to explain elasticity.

Technology played a supporting role rather than a dominating one. Jinta recalled the use of multimedia demonstrations:

“Animations were used to demonstrate wave formation and propagation, while videos of children playing on swings were used to explain elasticity.”

Although his experience did not involve generative AI directly, Jinta connected these methods to AI’s broader potential. He argued that AI could support creativity and critical thinking by generating ideas, analysing large datasets, and prompting deeper learning through questioning—provided that authenticity and verification remained priorities.

Jinta ultimately viewed AI in learning as “*primarily an opportunity*,” especially when used to extend and not replace conceptual understanding.

Pedagogical Takeaways for Teachers

- Multimedia and AI-supported visualizations can make abstract concepts more accessible and engaging.
- Effective teaching does not require fully automated systems but thoughtful integration of technology into pedagogy.
- Educators should emphasize verification and scientific reasoning when introducing AI-generated explanations.



Critical Use of AI Support

Ling Jieyao

Mathematics



Jieyao approached AI not simply as a convenience but as an analytical system embedded within mathematical practice. Reflecting on her experience in the course *Applied Multivariate Analysis*, she described AI as enhancing both efficiency and interpretive depth, particularly in data-heavy contexts. She explained that AI tools were valuable because they could

“handle large datasets efficiently, preprocess data, detect outliers, and standardize data, making it ready for analysis.”

This capability was especially important in multivariate contexts, where cognitive overload can easily limit conceptual understanding. By delegating routine processing tasks to AI, Jieyao found she could focus more of her effort on interpretation and reasoning rather than mechanical execution.

Jieyao also emphasized AI’s role in pattern recognition, noting that

AI techniques can identify complex patterns and relationships in multivariate data that might not be immediately obvious to human analysts.

“AI techniques can identify complex patterns and relationships in multivariate data that might not be immediately obvious to human analysts.”

Rather than viewing this as a replacement for thinking, she saw it as a provocation—an invitation to interrogate why those patterns appeared and what they meant theoretically. Visualization tools further supported this process by generating interactive graphs that enabled her to explore relationships from multiple angles.

At the same time, Jieyao remained cautious about over-automation. She noted the importance of avoiding passive acceptance of AI-generated reports or summaries, stressing that understanding still required human judgment.

For Jieyao, AI was most effective when used as a *diagnostic lens*, not a decision-maker—supporting mathematical reasoning without displacing it.

Pedagogical Takeaways for Teachers

- Personalized AI feedback can help students focus their effort on areas needing improvement.
- Instruction should emphasize metacognition so students reflect on when and how to use AI support.
- Encouraging critical distance from AI tools helps preserve independent analytical thinking.



Conclusion

Across these stories, a complex and nuanced picture of AI in student learning emerges. AI is not experienced as a single, uniform force, but as a situated tool—its impact shaped by course design, disciplinary context, teaching philosophy, and, critically, how students are guided to use it. Students consistently highlight AI's ability to personalize learning, provide instant feedback, and make complex concepts more accessible, particularly in supporting problem-solving, analytical reasoning, and self-directed study. For some, AI lowered barriers to independent learning and increased engagement in classrooms that had previously felt passive or inaccessible. These experiences suggest that when AI is **intentionally integrated**, it can enhance clarity, confidence, participation, efficiency, and inclusivity.

At the same time, these accounts surface significant tensions. Students speak candidly about diminished critical effort, shallower reading practices, overreliance on summaries, and a growing fear that learning may become performative rather than transformative. Particularly striking are voices that resist AI not out of technophobia, but out of a deep commitment to disciplinary values—whether ethical judgment in social work, analytical rigor in writing, or independent reasoning in scientific and technical inquiry. These concerns underscore a shared recognition that while AI can support learning, it can also erode creativity, curiosity, and deep understanding if used uncritically or excessively.

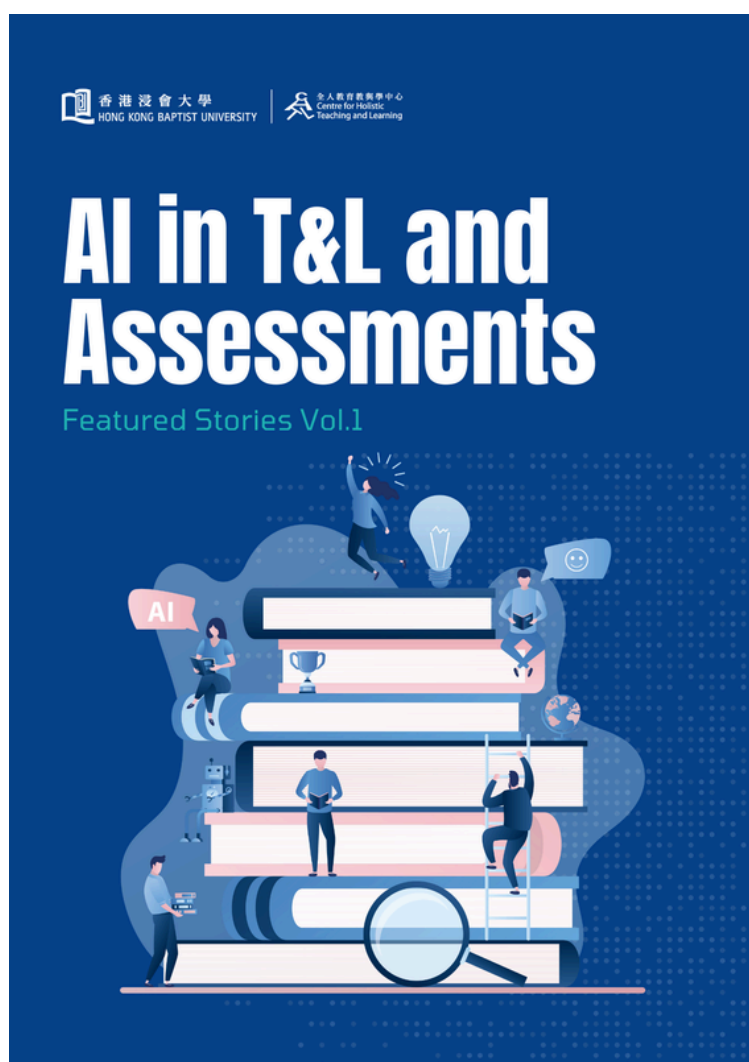
What these stories collectively make clear is that **pedagogy, not AI, determines learning outcomes**. The same tools can either enhance or undermine learning depending on how they are framed, scaffolded, and constrained within educational practice. For university teachers, this points to a crucial responsibility. Adapting pedagogy in the age of AI cannot rely solely on institutional policy, technical capability, or top-down innovation; nor can AI be treated as a replacement for human teaching. Instead, it must be grounded in **sustained, attentive engagement with students' lived experiences**—how they interpret AI's role, where they struggle, and what they value in their own learning.

Students are not passive recipients of AI-enabled education; they are active negotiators of it. Their feedback, reflections, and resistance offer indispensable insight into how teaching practices can evolve to remain rigorous, humane, and meaningful. By listening closely to student voices such as those presented here, universities can move toward pedagogical approaches that do not merely accommodate AI, but thoughtfully harness it—leveraging its strengths while **preserving the human elements of curiosity, creativity, mentorship, and intellectual integrity** that remain at the heart of higher education.



For more, check out...

AI in T&L and assessments:
Featured stories Vol.1



SCAN ME

Postgraduate students using AI in their learning:
Featured stories Vol.2

