

Augmenting Learning with AI: Student Voices on Growth, Ethics, and Myths (Oct 10, 2025)

Student Perspectives on Learning with Generative AI

Panel Summary for Faculty and Staff

During the *Augmenting Learning with AI* student panel, participants shared practical, reflective insights about how generative AI tools are shaping their learning experiences. Their comments revealed both enthusiasm and discernment about using AI as a support tool, one that enhances understanding, creativity, and confidence in learning rather than replacing responsibility or effort. All student panelists had previously completed the CSUF AI Study Buddy summer professional development series, gaining foundational skills for responsible and effective use of generative AI in academic contexts.

Deepening Understanding and Engagement

Students described using AI to reinforce and expand learning. Several noted that AI helps them revisit concepts they've forgotten after time away from school or break down dense, complex readings into digestible summaries. Others explained how they use AI to quiz themselves or prompt simplified explanations and analogies to strengthen comprehension. Across all perspectives, students emphasized that AI has the potential to help them learn more deeply by making difficult material more accessible and interactive.

Maintaining Integrity and Authenticity

When discussing how they use AI for feedback on writing and projects, students highlighted an intentional balance between receiving assistance and preserving ownership of their work. They described using AI as a “second set of eyes” or “feedback partner” to identify clarity issues, organization flaws, or grammatical errors without delegating authorship. Many set clear parameters before prompting, critically review AI's suggestions, and make revisions themselves to maintain academic integrity.

Decision-Making and Responsible Use

Each panelist indicated they practice situational awareness when deciding whether to use AI. They weigh learning objectives, assignment type, and instructor expectations. Several explained that they avoid AI for reflective or analytical assignments that require their own critical thinking or voice but rely on it for brainstorming, organization, or skill refinement. Students also discussed the importance of transparency (acknowledging AI contributions when guidelines call for it) and ensuring tools are used ethically and appropriately.

Challenges and Barriers

Students openly addressed challenges such as hallucinated or fabricated information and bias in responses. They shared strategies for addressing these issues, including cross-checking sources, using inclusive prompting, and focusing on tool literacy rather than dependence. One student pointed out that “agent sprawl” (too many overlapping AI tools) can itself create confusion about which is best for academic use, suggesting a need for more AI fluency training and guidance.

Guidance for Faculty and Peers

Students offered thoughtful advice to both their peers and faculty. They encouraged students to treat AI as a “study partner, not a shortcut,” and to cultivate curiosity alongside responsibility. For faculty, they suggested recognizing that most students use AI as a learning aid rather than a means of bypassing effort. They expressed a desire for more structured faculty guidance on how to use AI responsibly and indicated that job postings already value AI literacy, underscoring its relevance in preparing for professional life.

Closing Reflection

Across their varied disciplines and experiences, student panelists shared a view of AI as an evolving, participatory learning tool. They advocated for balanced integration: using AI to amplify understanding and creativity while maintaining human critical thinking at the core of learning. Their voices underscored the importance of having ongoing dialogue across campus that includes students to ensure that the implementation of generative AI in education is inclusive of their experiences and their desires to be career-ready and competitive in today’s job market.

AI Use Disclosure

This summary document was created with the assistance of generative AI (Perplexity) to help organize, synthesize, and articulate key themes from the "Augmenting Learning with AI: Student Voices on Growth, Ethics, and Myths " panel discussion. Draft text was generated using AI but was fully reviewed, evaluated, and edited by the moderator (Dr. Shelli Wynants) to ensure accuracy and alignment with what was shared during the live event to the best of her memory. Additionally, several student panelists provided outlines or notes they prepared in advance of the panel. Those materials were used solely to confirm and accurately represent the ideas and examples discussed by the students. The final summary reflects the moderator’s careful synthesis of both the live discussion and these supporting materials.