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EHEAI
AI IN HIGHER EDUCATION



AI IN HIGHER EDUCATION: WHAT EDUCATORS SAY

Within the EHEAI project, a survey was conducted among higher education educators to explore how they use artificial intelligence in their academic work, including teaching, assessment, research, and administrative tasks, as well as their perceptions of its benefits, risks, and future impact.



453 respondents

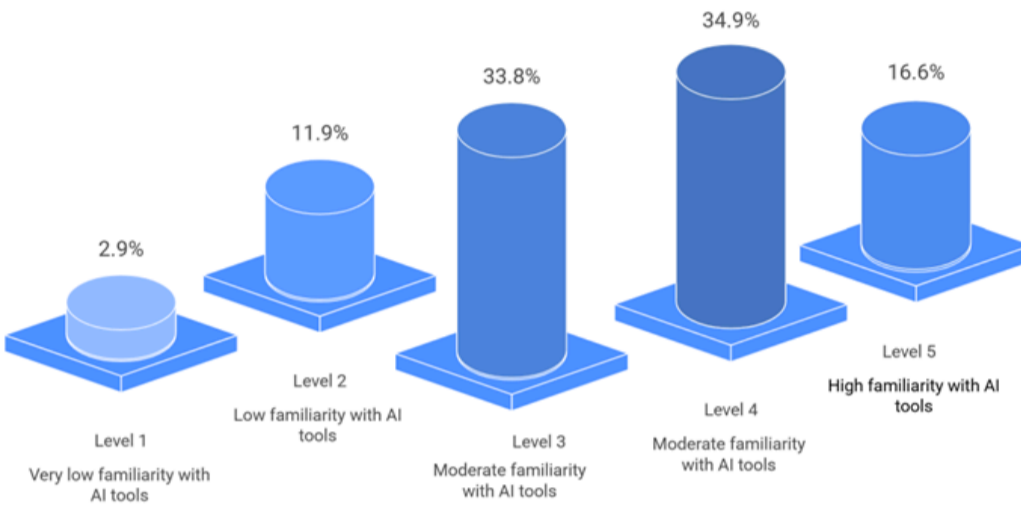


61 universities



20+ countries

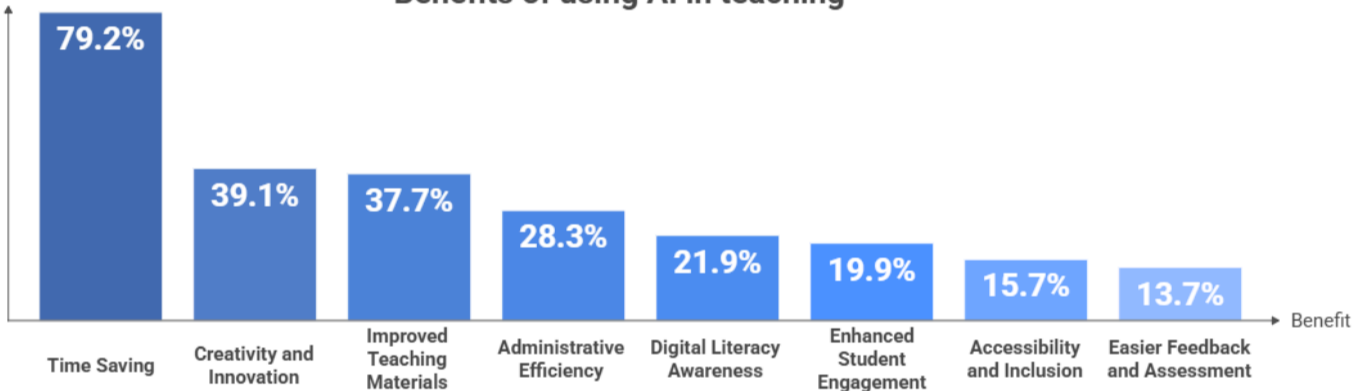
Familiarity levels with AI tools among academic staff



The results indicate that academic staff generally have a moderate to moderately high level of familiarity with AI tools.

Percentage of Respondents

Benefits of using AI in teaching



The main benefit of AI identified by educators is time savings (79.2%), particularly in preparing teaching materials, grading, and providing feedback. Other frequently mentioned benefits include enhanced creativity and innovation (39.1%) and improved quality of teaching materials (37.7%).

AI misuse by students



Experienced misuse
59.4%

Teachers who have experienced AI misuse

No misuse encountered
40.6%

teachers who have not experienced AI misuse

Made with Napkin

Main perceived risks of AI in higher education

- Loss of critical thinking - 83.4%**
- Academic dishonesty - 62.5%
- Bias and misinformation - 54.3%
- Over-reliance on technology - 51.2%
- Cognitive impairment - 40%
- Data privacy concerns - 32%

The results show moderate confidence among academic staff in detecting AI-generated student work.



42%
moderate confidence



- AI already plays a significant role in higher education.
- Most **educators are concerned** about students using AI, with around 65% expressing clear concern.
- The main perceived risk is the loss of critical thinking (83%), followed by **academic dishonesty** (63%).
- Educators are not fully confident in detecting AI-generated work, with most reporting only moderate confidence.
- **AI misuse** is already occurring, with about 59% of educators having encountered it in practice.