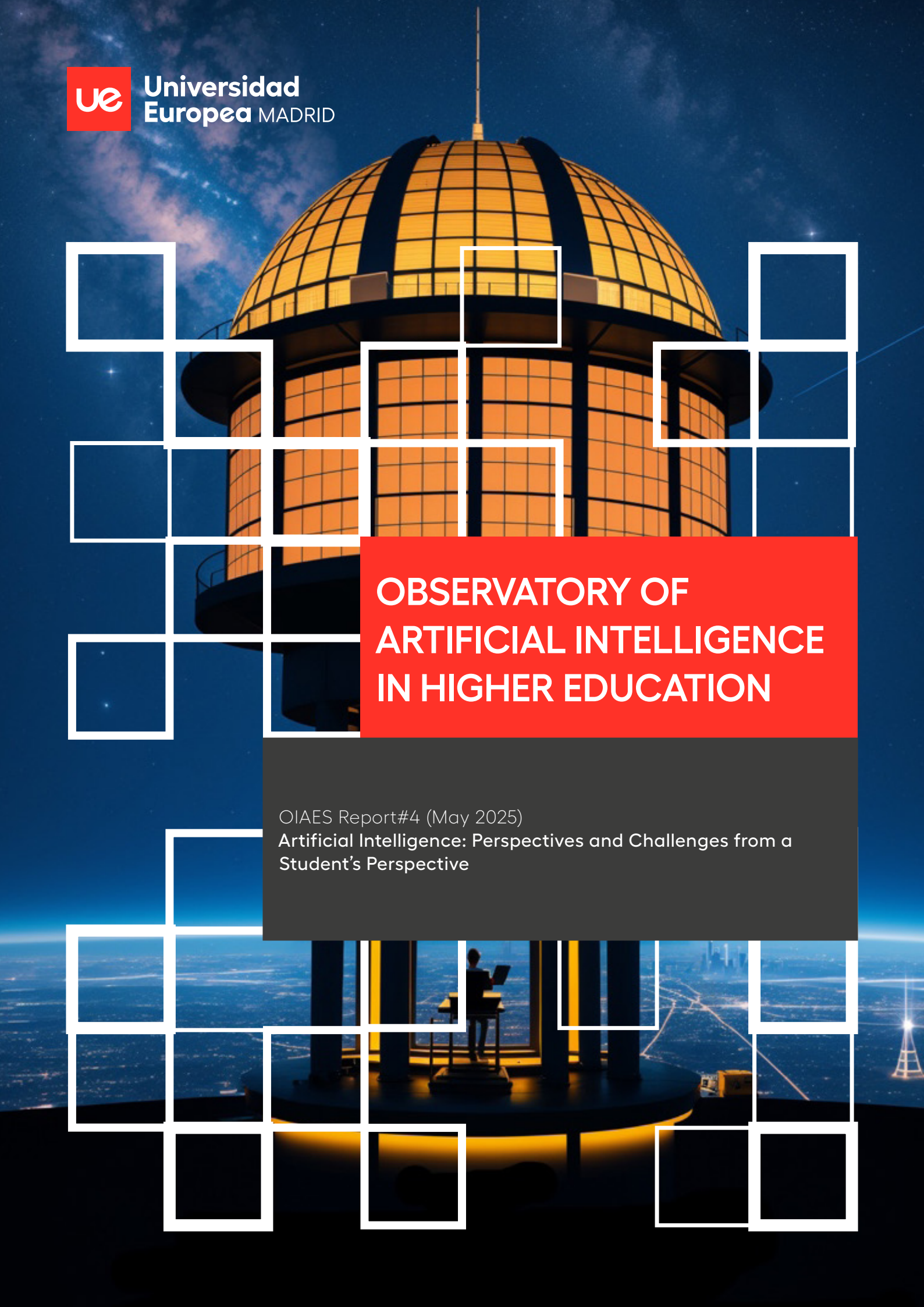

Universidad Europea MADRID

OBSERVATORY OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION

OIAES Report#4 (May 2025)

Artificial Intelligence: Perspectives and Challenges from a Student's Perspective

FOREWORD

The Artificial Intelligence in Higher Education Observatory was formed to better understand the opportunities and risks of Artificial Intelligence (AI), and thus harness it to make the Training of university students more effective.

Any complex challenge must be addressed with a systemic approach. Only with a holistic view can there be reasonable assurance that the decisions taken are the right ones. Such an overall view requires taking into account all stakeholders and, most especially, the major players who are the university students.

Systems thinking is about better aligning the way we think with how the world really works. The Core premise is that only by seeing things as a whole can complexity be managed. Systems thinking is about generating mental models that are good enough to deal with the challenges of increasing complexity that society faces. But it is not about substituting detail for the big picture, but about striking the right balance between the two. It is important to have the big picture and, at the same time, to be able to identify those aspects that are truly relevant or important, differentiating them from the many trivial ones.

Therefore, after a first report looking at the potential impact of AI on higher education, a second report looking at what the university might look like in the age of AI, and a third report focusing on Competencies and learning objectives, it was necessary to look in detail at how the student community is experiencing the arrival of this technological revolution, which is reaching more people and more quickly than any previous revolution.

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ARTIFICIAL INTELLIGENCE: PERSPECTIVES AND CHALLENGES FROM A STUDENT'S PERSPECTIVE

PURPOSE
OF THE REPORT

This fourth report of the Observatory focuses on taking the pulse of the students' perspective, to better understand what the massive adoption of AI tools means for them: what expectations, what risks, what opportunities, what fears? Only by knowing how students feel, will universities be able to successfully incorporate AI into their programmes.

STUDY DESIGN AND METHODOLOGICAL APPROACH

OBJECTIVES OF THE STUDY

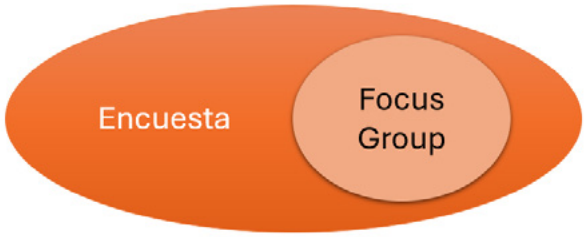
The general objective of this study is to collect perceptions, expectations, opportunities, concerns and worries of university students about the incorporation of AI into their studies and future careers.

In relation to this, the specific objectives to be achieved in this research are:

- To identify general perceptions of AI among university students.
- To investigate expectations in the use of AI as an academic and professional tool.
- Collect possible fears or resistance to the implementation of AI in the academic and professional environment.
- To analyse differences in perceptions of the use of AI according to the profile of participants.
- Explore the opportunities offered by the use of AI for university students.
- To identify potential risks for students in adopting AI in higher education programmes.

STUDY DESIGN

The present study is developed under a mixed sequential approach (quantitative and qualitative), with the purpose of examining in a rigorous, comprehensive and multidimensional way the perceptions, practices and expectations of Spanish university students regarding the incorporation of AI in their educational processes and in their future professional insertion.



In the first phase, of a quantitative nature, an exploratory, descriptive and cross-curricular design is used. The design used is non-experimental and, therefore, the phenomena are studied without any manipulation of the variables, seeking to identify trends, patterns and causal relationships between key variables, based on the application of structured surveys to a representative sample of students from different fields of knowledge.

Subsequently, in the qualitative phase, the results obtained are explored in depth through discussion groups, in order to investigate the complexity of the subjective experiences and assessments of the participants.

This sequential approach allows for the triangulation of the data obtained, strengthening the validity and reliability of the results, and providing a broader and more nuanced understanding of the impact of AI on higher education students. The study also provides an analysis of the challenges and opportunities for students in integrating these technologies.

POPULATION AND SAMPLE

The target population consists of students Enrolled in Spanish higher education institutions during the academic year 2024-2025, fulfilling the following inclusion criteria:

- Institutional representativeness: inclusion of public and private universities, proportional to their national distribution (12 universities in total). a
- Disciplinary diversification: five macro fields of knowledge (Engineering and Architecture (STEAM): 57%, Social and Legal Sciences: 11%, Arts and Humanities: 2%, Health Sciences: 22% and Sciences: 8%).
- Academic stratification: Bachelor's Degree, Master's Degree and PhD students.
- Geographical coverage: participation of several Autonomous Communities.

DESIGN OF THE QUESTIONNAIRE

The questionnaire includes questions organised into the following segments:

- Demographic questions.
- Questions about the knowledge and use of AI tools.
- Questions about the perception of the use of AI in the academic environment.
- Questions about perceived use of AI in the professional environment
- Questions about the integration of AI in Spanish universities.
- General opinion

FOCUS GROUPS

The design of two differentiated online focus groups -one integrated by Bachelor's Degree students and the other by postgraduate and PhD students- is based on the need to capture heterogeneous and stratified perspectives according to academic level, thus guaranteeing the validity and depth of the comparative analysis proposed in this study. This segmentation is justified by the fact that perceptions, needs and challenges may vary significantly between Bachelor's Degree and Postgraduate students essentially because of their previous experience, which would affect the interpretation of results if they were analysed in an undifferentiated way.

In addition, the focus groups are conducted in online environments as this favours the participation of students with different timetables and from universities across Spain.

The composition of the focus groups was as follows:

Focus Group 1. Bachelor's Degree Students	Focus Group 2. Postgraduate Students
European University of Madrid	Polytechnic University of Madrid
University of Alicante	Complutense University of Madrid
Polytechnic University of Madrid	European University of the Canary Islands
Alfonso X el Sabio University	University of Santiago de Compostela
University of Santiago de Compostela	ICAI
ICAI	Rovira i Virgili University
Complutense University of Madrid	
Carlos III University of Madrid	
University of Alcalá de Henares	
UNIE	
Autonomous University of Madrid	
Rovira i Virgili University	
European University of the Canary Islands	

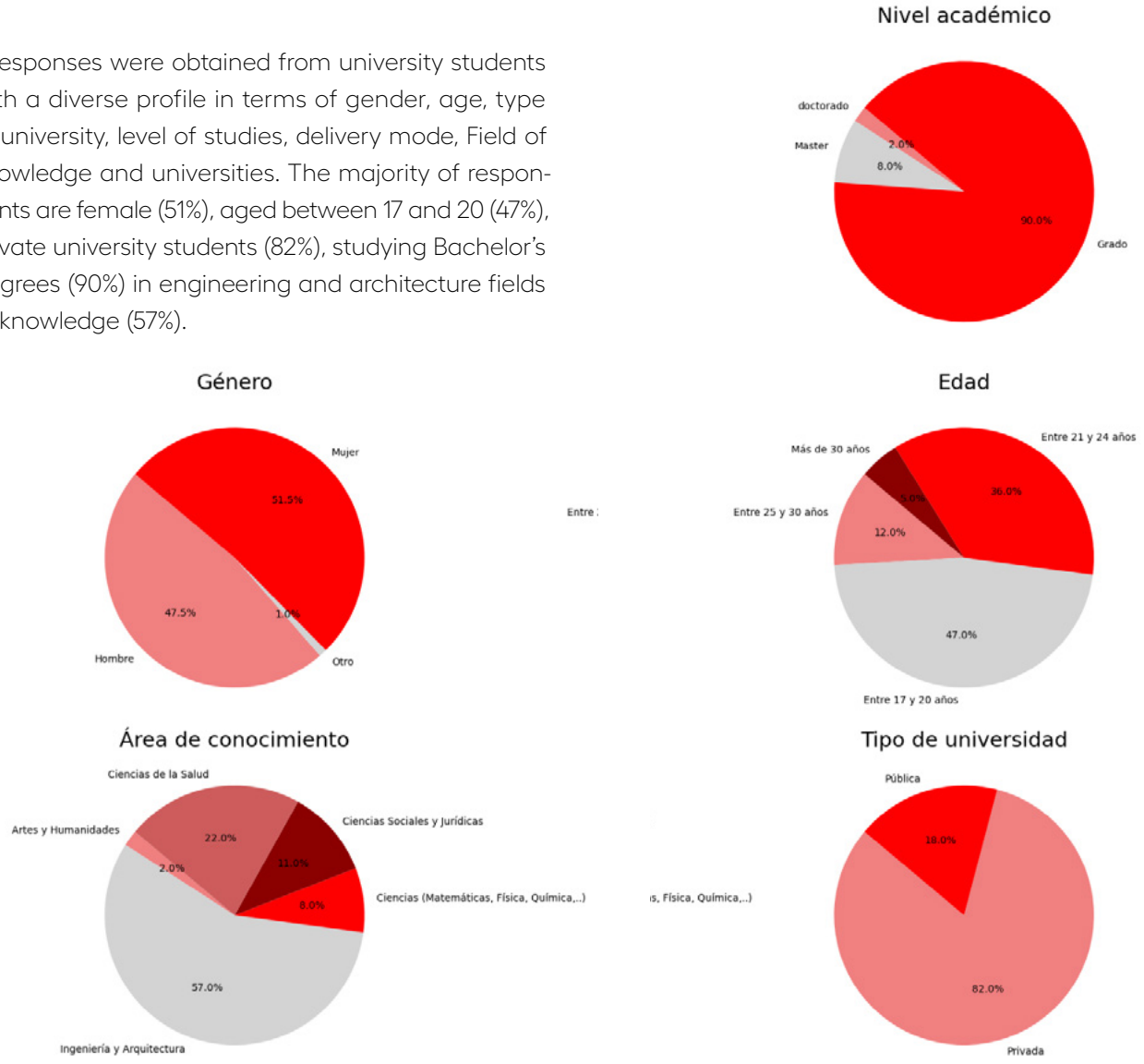
Table 1. Composition of the focus group

RESULTS

RESULTS OF THE QUESTIONNAIRE (QUANTITATIVE)

PROFILE OF THE RESPONDENTS

4 responses were obtained from university students with a diverse profile in terms of gender, age, type of university, level of studies, delivery mode, Field of knowledge and universities. The majority of respondents are female (51%), aged between 17 and 20 (47%), private university students (82%), studying Bachelor's Degrees (90%) in engineering and architecture fields of knowledge (57%).



Graph 1. Profile of informants

USE OF AI

With regard to the use of AI, several questions were asked in an attempt to define the profile of the respondents' use of AI in their daily lives. Specifically, 42% say they use it daily, 34% say they use it 3-4 days a week, 21% say they use it one day a week and 3% say they do not use it at all.

In terms of the activities for which university students use AI tools, the most common use is in performing academic tasks such as summaries, writing and researching information, with 79% of respondents using AI for these activities. Sixty-five percent of students use it to learn new concepts or topics, and 44% for other non-academic activities such as learning languages or planning trips. 43% generate code in a programming language, while 42% use it for research and data analysis. Preparing introductions or reports is an activity carried out by 35% of respondents. AI is also used as an online assistant by 32%, and to develop creative projects such as images, design, art and music by 26%. Planning and organising study time is an activity carried out by 21% of students, and 15% use AI for other unspecified activities. Finally, 13% perform simulations with AI tools and only 3% indicate that they do not use them.

Regarding attendance at AI courses, workshops or seminars, the survey reveals that 69% of students have not participated in such activities, while 27% have attended AI educational events. This indicates a significant opportunity to increase the supply of AI training. Regarding the assessment of the level of AI knowledge, 54% of the respondents consider themselves to have a medium level, 29% rate themselves as low and only 9% perceive themselves to have a high level. This data reflects a need to improve AI education and training so that more students can acquire advanced knowledge in this field.

79% of students use AI to create summaries, write, and search for information.

If you use AI tools, how often do you use them?		
Every day or almost every day	168	42%
I do not use them	12	3%
3 to 4 days a week	137	34%
Once a week	82	21%
Have you ever used an AI tool in your studies in situations where it was not allowed?		
Yes	156	38%
No	243	59%

Have you attended courses, workshops or seminars on AI?		
No	286	69%
Yes	113	27%
How would you rate your level of knowledge of AI?		
Average	223	54%
Low	120	29%
High	38	9%

Table 2. Use of AI

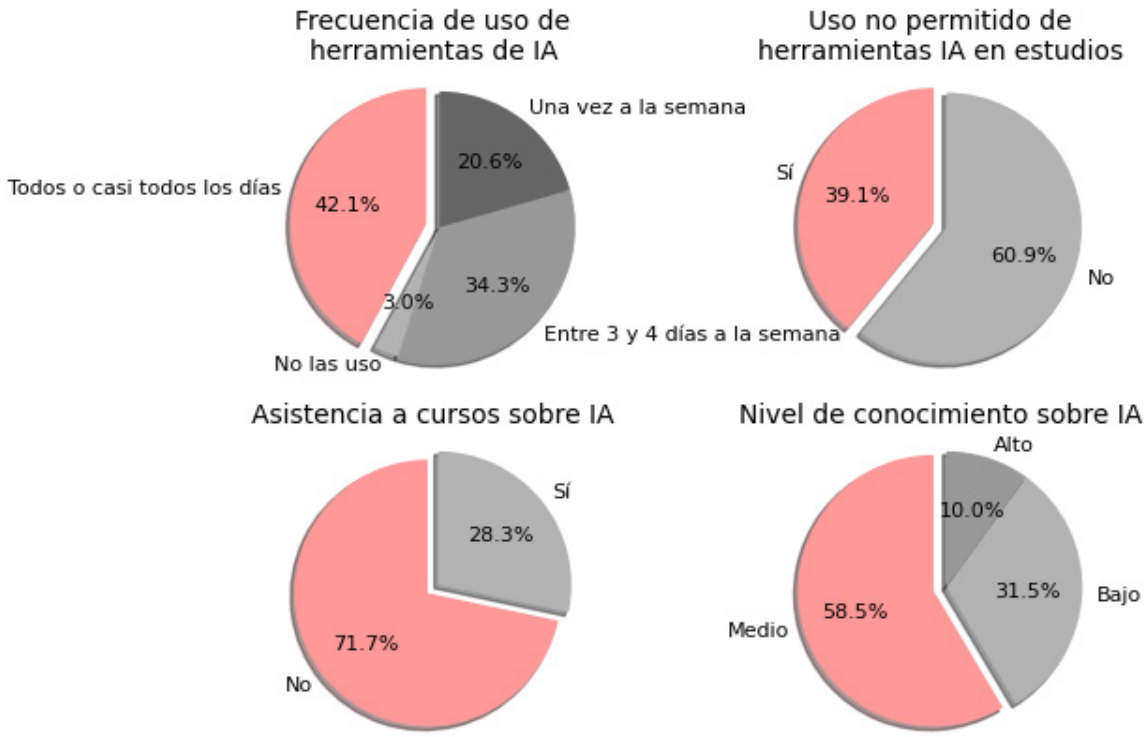


Figure 2. Frequency of AI Use

By gender

The frequency of use of AI tools does not vary considerably by gender. Among women, 41% use these tools every day or almost every day, while among men the percentage is slightly higher at 45%. In terms of non-users, 3% of women do not use AI tools, compared to 2% of men. Moreover, 34% of women use them 3 to 4 days a week, on a par with 34% of men. Finally, 22% of women use them once a week, compared to 19% of men.

In terms of illicit use of AI tools in studies, the data show a very slight difference between the genders. Forty-one percent of women admit to having ever used an AI tool in situations where it was not allowed, while the percentage among men is 38%. These data might reflect a slightly higher trend of illicit use by women compared to men, although it would have to be determined whether the reason for this result is greater honesty in answering the survey. In any case, these are not notable differences between genders.

If you use AI tools, how often do you use them?	Female		Male	
Every day or almost every day	83	41%	84	45%
I do not use them	6	3%	4	2%
3 to 4 days a week	70	34%	64	34%
Once a week	44	22%	36	19%
Have you ever used an AI tool in your studies in situations where it was not allowed?	**Female**		**Male**	
Yes	83	41%	72	38%
No	120	59%	116	62%

Table 3. Use of AI by Gender

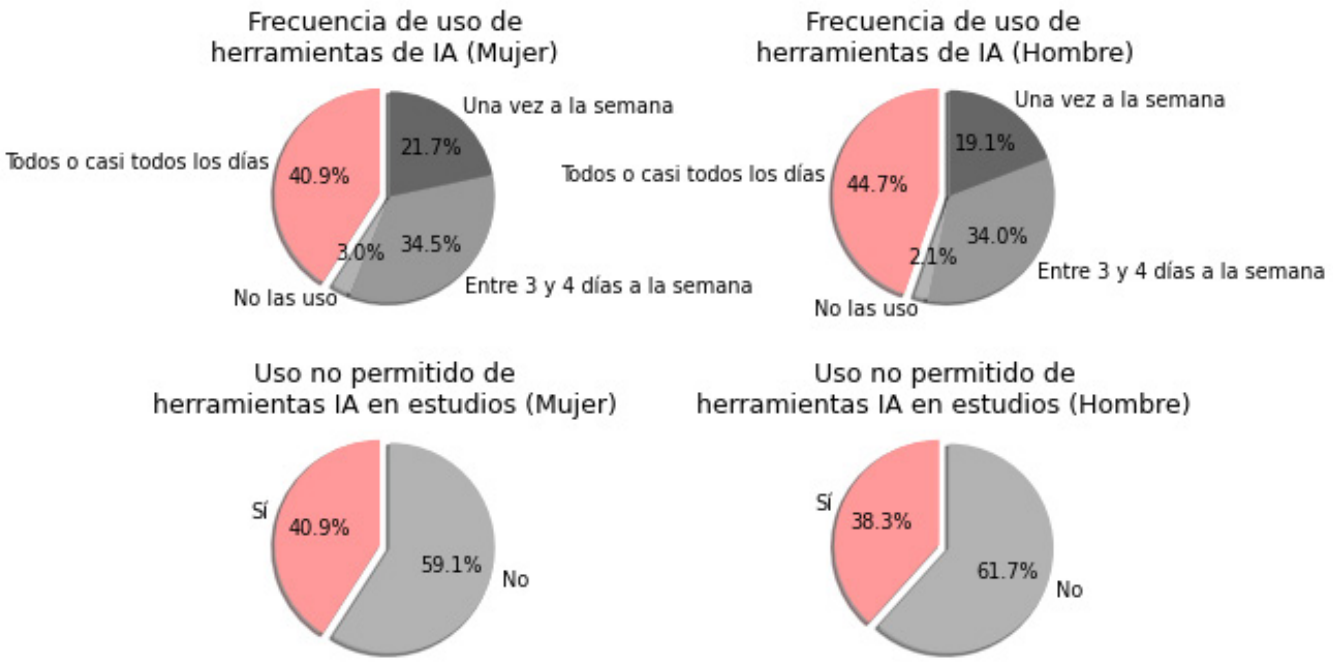


Figure 3. Use of AI by gender

By age

According to the data, the frequency of use of AI tools varies by age. Among 17-20 year olds, 37% use AI tools every day or almost every day, rising to 44% in the 21-24 age group. This daily use continues to increase among 25-30 year olds, reaching 57%. However, for those over 30, daily or almost daily use drops to 43%, indicating a decrease compared to other age groups. In addition, a significant minority in each age group do not use them at all.

Regarding the use of AI tools in academic situations that are not allowed, the data also reflect differences by age. Forty-six percent of 17-20 year olds admitted to using them in these circumstances, while the percentage drops to 39% in the 21-24 age group. In the 25-30 age range, only 28% admit to having used AI in an impermissible way, and this figure drops sharply to 5% in the 30+ age group, which might suggest a greater adherence to academic norms in the older age groups. Again, the reasons for this need to be analysed as it could simply be a question of honesty in using AI, a greater awareness that their learning does not improve if they use it illicitly, or simply less honesty in answering the questionnaire.

If you use AI tools, how often do you use them?	**Between 17 and 20 years old**		**Between 21 and 24 years old**		**Between 25 and 30 years old**		**Over 30 years old**	
Every day or almost every day	70	37%	62	44%	27	57%	9	43%
I don't use them	8	4%	3	2%	0	0%	1	5%
3 to 4 days a week	69	37%	51	36%	13	28%	4	19%
Once a week	42	22%	26	18%	7	15%	7	33%
Have you ever used an AI tool in your studies in situations where it was not allowed?	**Between 17 and 20 years old**		**Between 21 and 24 years old**		**Between 25 and 30 years old**		**Over 30 years old**	
Yes	87	46%	55	39%	13	28%	1	5%
No	102	54%	87	61%	34	72%	20	95%

Table 4. Use of AI by age range

By type of university and academic level

In terms of the frequency with which AI tools are used, in private universities, 44% of students use them every day or almost every day, while in public universities this percentage is 33%. In terms of academic levels, 33% of PhD students use them every day or almost every day, in contrast to 40% of Bachelor's Degree students and 65% of Master's degree students. On the other hand, occasional use, such as once a week, is more common in public universities with 26%, compared to 19% in private universities. Notably, 50% of PhD students use them once a week, compared to 21% of Bachelor's Degree students and 6% of Master's degree students.

Regarding the use of AI tools in non-permitted situations, 40% of students in private universities admit to having used them in these circumstances, while in public universities this percentage is 37%. By academic level, 17% of PhD students have used AI in situations where it was not allowed, compared to 40% of Bachelor's Degree students and 35% of Master's Degree students. The data shows that a higher percentage of students at public universities (63%) have avoided inappropriate use of AI in their studies, at compared to 60% at private universities. In academia, 83% of PhD students have avoided inappropriate use of AI, in contrast to 60% of Bachelor's Degree students and 65% of Master's degree students.

If you use AI tools, how often do you use them?	**Private**		**Public**		**PhD candidate**		**Bachelor's Degree**		**Master's degrees**	
Every day or almost every day	144	44%	24	33%	2	33%	144	40%	22	65%
I don't use them	6	2%	6	8%	1	17%	11	3%	0	0%
3 to 4 days a week	113	35%	24	33%	0	0%	127	35%	10	29%
Once a week	63	19%	19	26%	3	50%	77	21%	2	6%
Have you ever used an AI tool in your studies in situations where it was not allowed?	**Private**		**Public**		**PhD**		**Bachelor's Degree**		**Master's degree**	
Yes	129	40%	27	37%	1	17%	143	40%	12	35%
No	197	60%	46	63%	5	83%	216	60%	22	65%

Table 5. Use of AI by type of university and academic level

By Field of knowledge

In the question on the frequency of use of AI tools, there is a notable variability between the different fields of knowledge. The Field of Social Sciences and Law stands out with 50% of its students using AI tools every day or almost every day, followed by Architecture and Engineering with 47%. In contrast, the Arts and Humanities have the lowest percentage with only 14%. As for those who do not use these tools, no Field exceeds 5% of respondents, with the highest percentage for Health Sciences. In general, the frequency of use is higher in areas where technology and innovation are Core for academic and professional development.

When analysing the second question on whether students have used AI tools in their studies in situations where it was not allowed, it is observed that Social Sciences and Law have the highest percentage of students who have admitted to doing so (52%), followed by Health Sciences with 39%. In contrast, the Field of Arts and Humanities shows the highest percentage of students who have not used AI tools in non-permitted situations, with 86%. Sciences (Mathematics, Physics, Chemistry, etc.) also have a high percentage of students who have not incurred in this use (73%).

If you use AI tools, how often do you use them?	**Engineering and Architecture**		**Sciences (Mathematics, Physics, Chemistry,...)**		**Arts and Humanities**		**Social Sciences and Law**		**Health Sciences**	
Every day or almost every day	106	47%	10	30%	1	14%	22	50%	29	33%
I don't use them	7	3%	0	0%	0	0%	1	2%	4	5%
3 to 4 days a week	75	33%	14	42%	3	43%	17	39%	28	32%
Once a week	39	17%	9	27%	3	43%	4	9%	27	31%
Have you ever used an AI tool in your studies in situations where it was not allowed?	**Engineering and Architecture**		**Sciences (Mathematics, Physics, Chemistry,...)**		**Arts and Humanities**		**Social Sciences and Law**		**Health Sciences**	
Yes	89	39%	9	27%	1	14%	23	52%	34	39%
No	138	61%	24	73%	6	86%	21	48%	54	61%

Table 6. AI use by Field of knowledge

INFLUENCE OF AI ON UNIVERSITY STUDIES

In relation to students' perception of the impact of AI on their grades, 57% of respondents believe that the use of AI can improve their grades to some extent, while 27% believe that it has a high impact. Some 10% think AI has little impact on their grades and 2% believe it actually hurts their grades. As for the impact of AI on learning, 47% of students believe that AI can improve their learning to some extent, and 40% consider the impact to be considerable. Only 5% of respondents believe that AI has little impact on their learning and 4% think that AI harms their learning process.

University students perceive a number of significant benefits and opportunities in the use of AI during their academic Training. Among the most prominent benefits, 79% of respondents say that AI makes it easier to access relevant information, while 77% appreciate the reduction in the time needed to perform complex or repetitive tasks. In addition, 66% of students believe that AI increases efficiency in academic work, and 43% believe that it improves both personalisation of learning and the generation of ideas and creativity. The immediate feedback provided by AI tools is valued by 38% of respondents. However, a small percentage of 2% do not perceive any benefit from the use of AI.

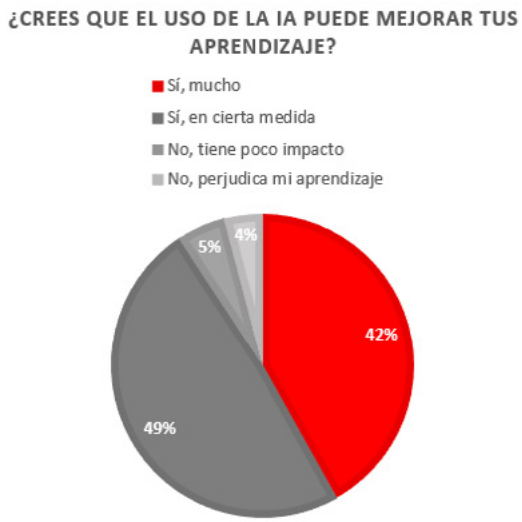
On the other hand, students also express concerns and risks associated with the use of AI in education. 71% fear over-reliance on AI tools, and 60% are concerned about the reduction of original thinking and creativity in the learning process. There is also concern about the difficulty of distinguishing between AI-generated and originally produced content, with 56% of respondents expressing this concern. The impact on academic ethics, such as plagiarism and cheating, is Specialization by 55%, while 39% point to privacy and data security issues. Lack of adequate training in the effective use of AI is a concern for 36% of students, and 15% point to unequal access to advanced tools and fear that teachers will be completely replaced by technology.

66% of students believe that AI increases efficiency in academic work.

Do you think the use of AI can improve your grades?	Number of responses	percentage
Yes, a lot	111	27%
Yes, to some extent	238	57%
No, I think it has little impact	40	10%
No, in fact, I think it hurts my grades.	10	2%
Do you think the use of AI can improve your learning?		
Yes, very much	167	40%
Yes, to some extent	195	47%
No, little impact	21	5%
No, it impairs my learning	16	4%
What benefits or opportunities do you perceive in the use of AI in your Training? (select all that apply)	**Number of responses**	**percentage**
Facilitates access to information	326	79%
Reduces the time needed for certain complex or repetitive tasks	318	77%
Increases efficiency in academic work	274	66%
Improves personalisation of learning	177	43%
Improves idea generation and creativity	177	43%
Provides immediate feedback	156	38%
I don't see benefits	10	2%

What risks or concerns do you have about the use of AI in your training (select all that apply)?	Number of responses	percentage
Over-reliance on AI tools	294	71%
Reduction of original thinking and creativity in learning	248	60%
Difficulty in distinguishing between AI-generated and AI-originated	231	56%
Impact on academic ethics (plagiarism, cheating);	226	55%
Privacy and data security issues;	162	39%
Lack of adequate training for effective use;	148	36%
Inequality in access to advanced tools;	64	15%
Replacing teachers completely	64	15%

Table 7. Influence of AI on university studies



The following shows how it is perceived according to the profile of the respondents.

By gender

The survey data reveal significant differences between men and women in their perceptions of the impact of AI on their grades. Women are slightly more conservative about whether AI can improve their grades "a lot", 7 points less than men (25% vs. 32%), with more women choosing the option "to some extent" (64% vs. 54%). For those choosing the option "AI has little or no impact" there is no significant difference by gender. Regarding the perception of the impact of AI on their learning, the most common response of men is that AI improves their learning "a lot" (48%) while women mostly think that it improves it only "to some extent" (54%).

Do you think the use of AI can improve your grades?	**Female**		**Male**	
Yes, a lot	50	25%	61	32%
Yes, to some extent	129	64%	102	54%
No, I think it has little impact	20	10%	20	11%
No, in fact, I think it has a negative impact on my grades.	4	2%	5	3%
Do you think the use of AI can improve your learning?	**Female**		**Male**	
Yes, very much	76	37%	90	48%
Yes, to some extent	109	54%	81	43%
No, little impact	11	5%	10	5%
No, it impairs my learning	7	3%	7	4%

Table 8. Influence of AI on University Studies by Gender

By Age

The data show a clear trend in perceptions of the impact of AI on grades and learning by age range. Among 17-20 year olds, 34% believe that AI improves their learning "a lot", while in the 21-24 age group this percentage rises to 45%, and in the 25+ age group, it reaches a remarkable 56%. In terms of grades, the sentiment is similar: 22% of 17-20 year olds consider that AI improves their grades "a lot", while this percentage rises to 31% in the 21-24 age group and 38% in the 25+ age group. This difference suggests that the positive perception of AI use increases with age, which could be related to greater exposure and experience with advanced technologies in older age groups.

Do you think the use of AI can improve your grades?	**Between 17 and 20 years old**		**Between 21 and 24 years old**		**Over 25 years old**	
Yes, a lot	41	22%	44	31%	26	38%
Yes, to some extent	121	64%	84	59%	33	49%
No, I think it has little impact	20	11%	14	10%	6	9%
No, in fact, I think it hurts my grades.	7	4%	0	0%	3	4%
Do you think the use of AI can improve your learning?	**Between 17 and 20 years old**		**Between 21 and 24 years old**		**Over 25 years old**	
Yes, very much	65	34%	64	45%	38	56%
Yes, to some extent	100	53%	69	49%	26	38%
No, it has little impact	13	7%	6	4%	2	3%
No, it is detrimental to my learning	11	6%	3	2%	2	3%

Table 9. Influence of AI on university studies by age

By type of university and academic level

The data reveal no clear differences in the perceived impact of AI on students' grades by type of university and some further differences by academic level. There are no significant differences between students from private and public universities, although it is true that the sample of public universities is not sufficiently large compared to that of private universities.

In terms of academic levels, PhD students are the most sceptical, with only 33% believing that AI can greatly improve their grades. On the other hand, Bachelor's Degree students are more moderate, with 26%. In addition, Master's students are the most optimistic, with 41% believing that AI has a very positive impact. These data suggest that, although students from private and public universities have similar perceptions, academic levels suggest that access to advanced technologies and level of studies influence the positive perception of the use of AI in education.

Do you think the use of ai can improve your grades?	Private		Public		PhD candidate		Bachelor's Degree		Master's degrees	
Yes, very much	91	28%	20	27%	2	33%	95	26%	14	41%
Yes, to some extent	196	60%	42	58%	1	17%	220	61%	17	50%
No, i think it has little impact	32	10%	8	11%	1	17%	36	10%	3	9%
No, in fact, i think it hurts my grades.	7	2%	3	4%	2	33%	8	2%	0	0%
Do you think the use of ai can improve your learning?	**Private**		**Public**		**PhD candidate**		**Bachelor's Degree**		**Master's degrees**	
Yes, very much	139	43%	28	38%	2	33%	143	40%	22	65%
Yes, to some extent	158	48%	37	51%	2	33%	182	51%	11	32%
No, it has little impact	18	6%	3	4%	1	17%	20	6%	0	0%
No, it is detrimental to my learning	11	3%	5	7%	1	17%	14	4%	1	3%

Table 10. Influence of AI on university studies by type of university and academic level

According to Field of knowledge

When analysing the differences between the fields of knowledge in relation to the perceived impact of AI on grades, the following can be observed: (i) In terms of grades, Engineering and Architecture students show strong optimism, with 29% stating that AI significantly improves their grades. Social and Legal Sciences have the highest percentage with 36%, while in Health Sciences, it is reduced to 23%.

In terms of learning, the positive impact of AI is more homogeneous. In Arts and Humanities, 57% of students believe that AI greatly improves their learning, followed by Health Sciences with 45%. In Engineering and Architecture, 42% of students believe that AI significantly improves their learning. In Social Sciences and Law, 40% of students have this perception, while in Science (Mathematics, Physics, Chemistry, etc.), the percentage drops to 36%.

Do you think the use of AI can improve your grades?	**Arts and Humanities**		**Engineering and Architecture**		**Sciences (Mathematics, Physics, Chemistry,...)**		**Social Sciences and Law**		**Health Sciences**	
Yes, very much	2	29%	65	29%	8	24%	16	36%	20	23%
Yes, to some extent	4	57%	136	60%	19	58%	23	52%	56	64%
No, I think it has little impact	1	14%	21	9%	4	12%	4	9%	10	11%
No, in fact, I think it hurts my grades.	0	0%	5	2%	2	6%	1	2%	2	2%
Do you think the use of AI can improve your learning?	**Arts and Humanities**		**Engineering and Architecture**		**Sciences (Mathematics, Physics, Chemistry, etc.)**		**Social and Legal Sciences**		**Health Sciences**	
Yes, very much	4	57%	96	42%	12	36%	20	45%	35	40%
Yes, to some extent	2	29%	112	49%	18	55%	19	43%	44	50%
No, it has little impact	0	0%	10	4%	2	6%	3	7%	6	7%
No, it is detrimental to my learning	1	14%	9	4%	1	3%	2	5%	3	3%

Table 11. Influence of AI on university studies by Field of knowledge

INFLUENCE OF AI ON THE PROFESSION

In the survey on the influence of AI on students' future profession, 53% of respondents believe that AI will have both positive and negative impacts, while 35% think it will have a positive influence. Nine per cent are unsure and only three per cent believe that AI will have a negative impact. In terms of functions that could be automated by AI in their future careers, 82% of students mention repetitive processes such as basic administration and analysis, 57% point to text translation and 35% to customer service. In addition, 27% believe that creativity, including design and imagery, could be automated, 23% mention project management, and 17% strategic decision making. Only 3% of respondents do not believe that any function can be automated.

The use of AI in the professional sphere raises a number of concerns among students. According to the survey, 58% do not fear that AI could replace certain roles in their field, while 42% do express this concern. Among the risks mentioned, 66% of students fear an over-reliance on AI, which could affect their human skills. In addition, 50% highlight the risk of mistakes in critical AI-based decisions and 43% worry about the impact on personal creativity and innovation. Other risks include potential data privacy and security breaches (41%), ethical challenges (37%), job displacement or job cuts (36%) and lack of transparency in AI decision-making processes (30%). Specialization 25% cite increased work pressure to keep up to date with technologies, and 15% point to inequalities in access to AI technologies. A small percentage of 9% see no risks in the use of AI in their future career.

In relation to the essential skills to work alongside AI in future careers, the survey reveals that critical thinking to assess AI-generated outcomes is considered crucial by 72% of respondents, highlighting its importance in AI-based decision-making. Likewise, the ability to interpret data and analysis performed by AI is reported as essential by 70% of respondents. Similarly, technical knowledge of AI is valued by 63% of students, indicating the need to understand the underlying technology. Other important Skills include Ethical Competencies for the responsible use of AI (43%), Adaptability to change (39%), and Creativity (24%). Finally, knowledge of relevant regulations is considered essential by 21% of respondents, underlining the importance of being aware of regulations and laws governing the use of AI.

66% of students fear an excessive dependence on AI, which could affect their human skills.

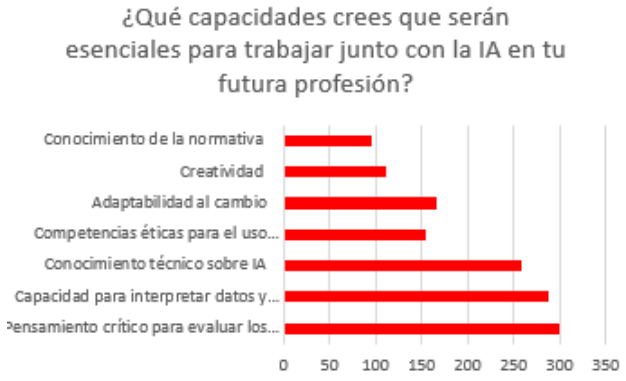
Do you think AI will influence your future career?	Number of responses	percentage
Yes, positively	141	34%
Both (positive and negative)	212	51%
Not sure	34	8%
Yes, negatively	12	3%

Are you concerned that AI could replace certain professional roles in your field?	Number of responses	percentage
No	231	58%
Yes	168	42%

What risks or concerns do you have about the use of AI in your future career? (select all that apply):	Number of responses	percentage
Over-reliance on AI, affecting human Skills	273	66%
Risk of errors in critical AI-based decisions	206	50%
Impact on personal creativity and innovation	177	43%
Potential privacy and data security breaches	171	41%
Ethical challenges related to the use of AI	152	37%
Job displacement or reduction of jobs	150	36%
Lack of transparency in AI decision processes	123	30%
Increased work pressure to keep up to date with technologies	104	25%
Inequalities in access to AI technologies	61	15%
I do not see risks of using AI in my future profession	37	9%
Increased need to have discomfort at work to continually reinvest myself	1	0%

What Abilities do you think will be essential to work alongside AI in your future career (please tick the 3 that you consider most important)?	Number of responses	percentage
Critical thinking to evaluate AI-generated outcomes	299	72%
Ability to interpret AI-generated data and analysis	288	70%
Technical knowledge of AI	259	63%
Ethical Competencies for the responsible use of AI	155	37%
Adaptability to change	166	40%
Creativity	112	27%
Knowledge of regulations	95	23%

Table 12. Influence of AI on the profession



By gender

The survey reveals significant gender differences in the influence of AI on their future careers. Women tend to see both positive and negative impacts of AI more often than men, who are more optimistic about the positive influence of the technology. In addition, women express greater concerns about the possible replacement of professional roles by AI and the associated risks. On the other hand, men express less concern about role replacement and are more likely to believe that AI will have a positive influence on their professions.

Do you think AI will influence your future career?	**Female**		**Male**	
Both (positive and negative)	118	58%	88	47%
Yes, positively	56	28%	83	44%
Not sure	21	10%	13	7%
Yes, negatively	8	4%	4	2%
Are you concerned that AI may replace certain professional roles in your field?	**Female**		**Male**	
No	107	53%	119	63%
Yes	96	47%	69	37%

Table 13. Influence of AI on the profession by gender

By age range

Responses to the question "Do you think AI will influence your future career?" show that, among the 17-20 age group, 29% believe the influence will be positive, 59% believe it will have both positive and negative impacts, 8% are unsure and 4% think it will be negative. In the 21-24 age group, 41% believe it will be positive, 48% both positive and negative, 9% are unsure and 2% think it will be negative. Among the 25+ age group, 41% see the influence as positive, 49% see it as mixed, 7% are unsure and 3% think it will be negative. Concern about AI replacing professional roles shows that 51% of 17-20 year olds are not concerned, compared to 64% of 21-24 year olds and 63% of those aged 25+. Overall, perceptions of AI change with age, with a trend towards a more positive view and less concern as age increases.

Do you think AI will influence your future career?	Between 17 and 20 years old		Between 21 and 24 years old		Over 25 years old	
Yes, positively	55	29%	58	41%	28	41%
Both (positive and negative)	111	59%	68	48%	33	49%
Not sure	16	8%	13	9%	5	7%
Yes, negatively	7	4%	3	2%	2	3%
Are you concerned that AI could replace certain professional roles in your field?	**Between 17 and 20 years old**		**Between 21 and 24 years old**		**Over 25 years old**	
No	97	51%	91	64%	43	63%
Yes	92	49%	51	36%	25	37%

Table 14. Influence of AI on the profession by age range

By type of university and level of studies

The data show that the type of university has no influence on perceptions of the impact of AI. In private universities, 35% of respondents believe that AI will positively influence their future career. In public universities, this percentage is quite similar, with 36% positive responses. However, when it comes to concerns about the replacement of professional roles due to AI, private students are 10 points more concerned than public students (44% vs. 34%).

Regarding the academic level, it is observed that, at PhD level, 100% of the respondents are not concerned about the replacement of professional roles, compared to 57% of Bachelor's Degree students and 56% of Master's degree students. It should be noted that the number of PhD level responses are not very significant. Regarding the positive perception of the influence of AI, 44% of Master's students compared to 35% of Bachelor's Degree and 17% of PhD students view AI optimistically.

Do you think AI will influence your future career?	**Private**		**Public**		**PhD candidate**		**Bachelor's Degree**		**Master's degree**	
Yes, positively	115	35%	26	36%	1	17%	125	35%	15	44%
Both (positive and negative)	174	53%	38	52%	4	67%	192	53%	16	47%
Not sure	27	8%	7	10%	1	17%	32	9%	1	3%
Yes, negatively	10	3%	2	3%	0	0%	10	3%	2	6%
Are you concerned that AI could replace certain professional roles in your field?	**Private**		**Public**		**PhD candidate**		**Bachelor's Degree**		**Master's degree**	
No	183	56%	48	66%	6	100%	206	57%	19	56%
Yes	143	44%	25	34%	0	0%	153	43%	15	44%

Table 15. Influence of AI on the profession by type of university and academic level

According to Field of Knowledge

The influence of AI on the future profession varies according to the Field of knowledge. In Engineering and Architecture, 40% of students believe that AI will have a positive influence, while in Health Sciences this percentage is 31%. Social Sciences and Law have 32% positive responses, followed by Arts and Humanities with 27%, and Sciences with 14%. In addition, 52% of Social Sciences and Law students consider that AI will have both a positive and a negative influence, along with 43% of Science students. These data reflect a varied perception depending on the major studied, with notable uncertainty in Fields such as Science, where 21% are unsure of the influence of AI.

Regarding concerns about the replacement of professional roles due to AI, the data indicate significant variability by subject area. In Engineering and Architecture, 58% of students are not concerned about this replacement, while 42% are. In Science, 64% of students are not concerned and 36% are concerned. In Social and Legal Sciences, 68% are not concerned, as are 56% in Health Sciences. However, all students in Arts and Humanities (100%) are concerned about the replacement of professional roles due to AI. This last figure should be taken with caution as the population in this subject area was very small.

64% of students are not concerned about the replacement of professional roles due to AI.

Do you think AI will influence your future career?	Engineering and Architecture		Science (Mathematics, Physics, Chemistry,...)		Arts and Humanities		Social Sciences and Law		Health Sciences	
Yes, positively	90	40%	9	27%	1	14%	14	32%	27	31%
Both (positive and negative)	119	52%	17	52%	3	43%	26	59%	47	53%
Not sure	13	6%	7	21%	0	0%	2	5%	12	14%
Yes, negatively	5	2%	0	0%	3	43%	2	5%	2	2%
Are you concerned that AI could replace certain professional roles in your field?	**Engineering and Architecture**		**Science (Mathematics, Physics, Chemistry,...)**		**Arts and Humanities**		**Social Sciences and Law**		**Health Sciences**	
No	131	58%	21	64%	0	0%	30	68%	49	56%
Yes	96	42%	12	36%	7	100%	14	32%	39	44%

Table 16. Influence of AI on the profession by Field of knowledge

AI IN UNIVERSITIES

Regarding the preparedness of universities to integrate AI into teaching, students have mixed opinions. Thirty-six percent of respondents believe that universities are not prepared, while 56% believe that they are partially prepared and only 8% believe that they are fully prepared. To improve this situation, 60% of students suggest incorporating specific AI training into academic programmes, and 56% recommend offering AI workshops or Seminars. In addition, 53% of respondents indicate that there is a need to improve the Training of teachers to analyse the use of AI in the teaching-learning process, and 49% consider it important to ensure ethical regulation of the use of AI in studies. 35% believe that labs or spaces for experimentation with AI should be created, and 30% point to the need to provide equitable access to AI tools.

Only 8% believe that universities are fully prepared for the integration of AI.

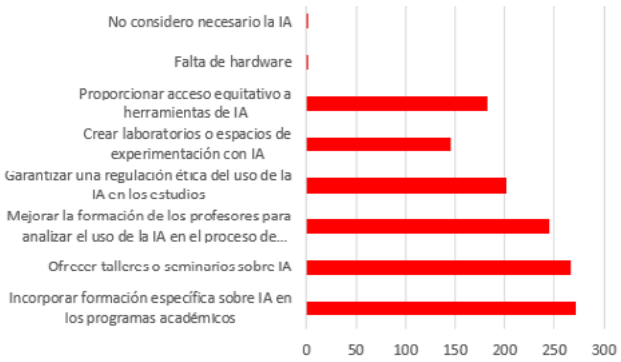
Do you think universities are ready to integrate AI into teaching?

No	145	36%
Yes, in part	222	56%
Yes, completely	32	8%

What measures do you consider necessary for universities to better prepare students for AI (select all that apply)?

Incorporate AI-specific training in academic programmes	272	68%
Offer AI workshops or Seminars	267	67%
Improve training for teachers to analyse the use of AI in the teaching-learning process	245	61%
Ensuring ethical regulation of the use of AI in studies	202	51%
Create laboratories or spaces for AI experimentation	145	36%
Providing equitable access to AI tools	182	46%
Lack of hardware	1	0%
I do not consider AI necessary	1	0%

Table 17. AI in universities



By gender

With regard to the perception of the preparedness of universities to integrate AI in teaching, there are no notable differences between men and women. While 34% of women believe that universities are not prepared, a higher percentage of men, 39%, think the same. On the other hand, 58% of women think that universities are partially prepared and almost the same percentage (59%) of men think the same. However, there are 8% of women who believe that universities are fully prepared, compared to 2% of men. This data would reflect a higher level of scepticism on the part of men towards the preparedness of universities for the integration of AI.

Do you think universities are ready to integrate AI into education?	Female		Male	
No	70	34%	69	39%
Yes, in part	117	58%	103	59%
Yes, completely	16	8%	3	2%

Tabla 17. AI in universities by gender

Por rango de edad

The survey on the readiness of universities to integrate AI into teaching reveals significant differences between the different age ranges. The 17-20 year olds, 21-24 year olds and 25-30 year olds have a considerable proportion of "yes, partly" responses, with 61%, 56% and 57% respectively, indicating that the majority believe that universities are somewhat prepared. However, in the 30+ age group, only 20% of the respondents were of this opinion. Notably, the over 30s have a more positive opinion, with 58% believing that universities are fully prepared, compared to 6%, 2% and 4% of the other age groups.

Do you think universities are ready to integrate AI into teaching?	Between 17 and 20 years old		Between 21 and 24 years old		Between 25 and 30 years old		Over 30 years old	
No	63	33%	54	42%	18	39%	10	22%
Yes, in part	115	61%	72	56%	26	57%	9	20%
Yes, completely	11	6%	3	2%	2	4%	26	58%

Table 19. AI in universities by age range

By type of university and level of studies

Regarding the confidence of universities to integrate AI in teaching, private universities have a more favourable perception, with 60% of respondents indicating that they are "partly" prepared and 8% that they are "completely" prepared. In comparison, public universities show less confidence, with only 38% saying "partly" and 8% "completely".

When comparing the different levels of study, the results show that PhD students have a less positive perception, with 33% of respondents indicating that universities are not prepared. It should be noted that the number of PhD respondents is very small. In contrast, Bachelor's Degree and Master's Degree students have a more balanced perception, with 57% and 44% respectively, considering universities to be "partly" prepared. However, 50% of Master's degree students feel that universities are not prepared, indicating a greater concern among this group.

Do you think universities are ready to integrate AI into teaching?	Private		Public		PhD candidate		Bachelor's Degree		Master's degree	
No	106	33%	39	53%	2	33%	126	35%	17	50%
Yes, in part	194	60%	28	38%	2	33%	205	57%	15	44%
Yes, completely	26	8%	6	8%	2	33%	28	8%	2	6%

Table 20. AI in universities by type of university and academic level

According to Field of knowledge

The data indicate that there is a significant variation in the perceived readiness of universities to integrate AI into teaching according to Field of knowledge. In Arts and Humanities, 57% think that universities are not prepared, while in Engineering and Architecture, only 32% share this opinion. On the other hand, Social and Legal Sciences had the highest percentage of positive responses, with 66% believing that the universities are partially prepared. The Health Sciences have 49% of negative responses, but also 43% who believe that they are partly prepared. Overall, this comparison reveals that the perception of readiness to integrate AI varies considerably depending on the academic field.

Do you think universities are prepared to integrate AI into teaching?	Arts and Humanities		Engineering and Architecture		Sciences (Mathematics, Physics, Chemistry, etc.)		Social and Legal Sciences		Health Sciences	
No	4	57%	72	32%	13	39%	13	30%	43	49%
Yes, in part	3	43%	135	59%	17	52%	29	66%	38	43%
Yes, completely	0	0%	20	9%	3	9%	2	5%	7	8%

Table 21. AI in Universities by Field of Knowledge

RESULTS OPEN QUESTION (QUALITATIVE)

AI is transforming the way people interact with technology, knowledge and the world of work. Its growing adoption has generated intense debate among students, who highlight both its potential and its risks. From the analysis of 104 collected comments, three main axes emerge: general perception of AI, impact on education, and concerns about its use.

For a large majority, AI is seen as an inevitable innovation that, if used well, can be an ally in different fields. Many students compare it to previous technological tools, such as spreadsheets or design software, and see its adoption as a matter of adaptation rather than resistance.

However, Specialization also includes concerns about the impact AI may have on the relevance of certain Skills and studies. Some students fear that their academic training will quickly become obsolete, while others recognised that the challenge lies in learning how to harness AI strategically.

"AI is going to make studies I completed 1 or 2 years ago irrelevant. It's going to take away work I haven't had the opportunity to do yet."

In higher education, students have mixed views on the subject. Many perceive it as a resource that facilitates access to information and accelerates the learning process. However, there is growing concern about the lack of critical reflection that can result from its overuse.

Some students have expressed frustration at the abuse of generative AI, especially when it becomes a substitute for academic effort. Moreover, they feel that educational institutions have not yet effectively integrated AI into their Syllabus, leaving students in a grey area between curiosity and uncertainty about its application.

"I get frustrated by people who overuse generative AI tools. I have a classmate in class who seems unable to answer anything unless he has the ChatGPT tab open."

On the other hand, some students point out that learning based solely on immediate AI responses could be detrimental to knowledge retention and the development of analytical thinking.

"I think in my current studies it might be hurting me. Every doubt I have I solve with AI rather than doing a bibliography search and trying to come up with the answer myself."

Automation is one of the biggest concerns expressed by students. There is a fear that AI will end up replacing too many human tasks, generating a technological dependency that affects the development of Core skills.

In addition, there are warnings about the risk of AI being used by people without in-depth knowledge, which could lead to the dissemination of misinformation or automated decisions without adequate supervision.

"In the end, robots are going to do everything."

"AI is a great tool, but it can hurt the lazy ones, making them advance without deserving it and then not being able to fix or modify previous work."

Analysis of the comments evidences that students do not see AI simply as a threat or a magical solution. Instead, they recognised its transformative impact and the importance of using it critically and ethically.

The current challenge is not only technological, but also educational: learning how to integrate AI into academic and professional development without it replacing human thinking. Education, regulation and awareness of its responsible use will be key to harnessing its potential without losing control over its impact.

FOCUS GROUP RESULTS (QUALITATIVE)

Based on the results of the online questionnaire, a series of relevant questions were identified and used as the basis for two focus groups, one with Bachelor's Degree students and the other with postgraduate students. The aim was to delve deeper into the students' perceptions, concerns and expectations regarding the integration of AI in their academic Training and its impact on their future professional career.

The perceptions obtained as a result of both Focus Groups are detailed below.

INCORPORATION OF AI IN THEIR UNIVERSITIES

Postgraduate participants expressed a diversity of opinions in this regard. Some students pointed out that they sometimes use AI-based tools without being fully aware of whether they are allowed. They also expressed the importance of having clear criteria in this regard. In particular, the lack of explicit information on the use of anti-plagiarism tools in final reports and the perception that, when AI is allowed, it can add significant value in the production of final reports were highlighted.

In the case of Bachelor's Degree participants, they note an improvement in the integration of AI compared to previous years: "right now we are starting to see integration in a slightly more natural way than we saw, for example, last year". However, they say that, although efforts are being made to implement AI in different fields and disciplines, "we are still a bit far from what would be desirable". AI, they explain, is mainly used to improve some of the existing activities, but there is a lack of formal teaching on its use.

TRAINING IN AI

In terms of **AI training**, some students reported having received lectures as part of PhD programmes, while others chose to take self-taught online courses. However, a lack of formal training within universities was identified for both students and teachers. In this regard, it was Specialization mentioned that many teachers are still unaware of the functioning and possibilities of AI, and that some are reluctant to integrate AI into their teaching.

Most of the Bachelor's Degree participants, for example, have not received any specific training in AI. They also highlighted the need not only for training on AI but also on the ethical impact of AI in terms of the responsible use of this technology. They stressed the importance of "implementing a programme in universities, but above all to contextualise what is currently on the market, how it is being used and how it will be used".

THE IMPACT OF AI ON GRADES

Regarding the **impact of AI on** grades, responses were mostly positive. Students agreed that the use of AI tools has optimised their academic performance, allowing them to save time and better structure their ideas. Some even pointed out that they have used AI as an essential support in writing their theses, to the point of considering tools such as ChatGPT as a kind of "thesis co-director".

On the other hand, they recognised that some universities have started to use tools to detect the use of AI in academic work. However, the reliability of these detectors is highly questionable: "the professor already warned us that an AI detector was going to be used and we all knew we couldn't use it. We didn't and most of us were accused of plagiarism.

It should also be noted that some students admitted having used AI to pass courses without really learning the content: "last year, in first year, I made a big mistake of using chatGPT to pass courses I didn't think I could pass because I said, this is a drag, I don't feel like studying the theory or practice of this, let the AI do it for me". Despite this, they all agree that it is fair not to allow the use of AI in certain Assessment tests in order to avoid dependence and encourage critical thinking.

RISKS ASSOCIATED WITH THE USE OF AI

Students recognised certain **risks associated with the use of AI.** One of the main challenges identified was the potential dependence on these tools, drawing a parallel with the dependence on calculators in complex mathematical calculations. It was also Specialization mentioned that overuse of AI could affect Core skills such as writing, expression of ideas and recall of key concepts, which could negatively impact long-term academic Training.

One of the major concerns associated with the use of AI was that it could impede the development of critical and creative skills in students. It is curious how one of the participants expressed herself in the following terms: "what I see is that in a way AI is helping us not to have to think and learn concepts". The very construction of the argument hides a contradiction in itself, AI "helps" us "not to have to think".

This could lead to misuse of AI leading to possible errors in critical decisions made with the help of AI. In addition, there is moderate concern about the job displacement that AI could cause: "I think yes, it is going to happen and, today, I see it very closely by seeing how people are using it in the classroom".

TRANSFORMATION OF THE LABOUR MARKET AND PROFESSIONAL ENVIRONMENT

Following on from the above, in terms of **labour market transformation,** most students agreed that AI is impacting and redefining many professions. It was noted that its application is already evident in sectors such as content generation for social media, and that its reach can be expected to expand to other areas. While some participants were concerned about the automation of certain functions, most took a pragmatic view, comparing the advance of AI to a new industrial revolution that will require professionals to constantly adapt: "when the steam engine was introduced, approximately 94% of existing jobs were eliminated, but 3000 per cent were eventually created". It was stressed that while certain jobs will disappear, new opportunities will also arise for those who know how to take advantage of technological tools.

VIEW FROM A PERSONAL PERSPECTIVE

From a **personal perspective,** while participants expressed both curiosity and fear about the future, they did not express undue fear about the possible replacement of their professional roles by AI. In general, they felt that change is a constant in the world of work and that, while AI will reshape certain roles, there will still be room for creativity and human input.

On the other hand, the need for universities to take steps to prepare students for the appropriate use of AI was emphasised. It was suggested that more openness on the part of teachers should be encouraged, allowing students to experiment with these tools in a guided way. The importance of incorporating AI training in the Syllabus was also mentioned, especially in multidisciplinary programmes where the levels of knowledge on the subject can be very disparate.

The importance of using AI in a responsible and ethical way was also stressed: "I have been one of those who have used it in an irresponsible way in order to get jobs out of my way and I recognised the need to raise awareness".

Finally, there was a reflection on the perceived value of knowledge in a context where AI is increasingly present. Some participants pointed out that, while AI proficiency may be an asset, it does not necessarily imply academic or professional superiority. It was emphasised that experience and in-depth knowledge in certain areas will continue to be key elements in the Training of experts, regardless of their command of technological tools.

CONCLUSIONS

Student perception of AI in the Spanish university environment reflects a mixture of enthusiasm, lack of knowledge, some concern and an urgent need for adaptation. Although students already use AI tools in their daily lives, they often do so without fully understanding how they work, their ethical implications or even the applicable regulations. This situation is similar to what is happening in the business environment, where there is also a growing but not always sufficiently critical use of AI. In view of all this, there is an urgent need for clear pedagogy to help understand the real scope and practical applications in different sectors.

From a training point of view, the need to teach how to use AI beyond its technical or computational basis is highlighted. What is relevant is not so much mastering the languages or specific technologies, but knowing how to apply these tools judiciously, understanding their limits and properly assessing the results they generate. In this sense, the importance of fostering Competencies such as critical thinking, analytical skills and the selection of reliable sources is underlined, especially in a context where language models are becoming more and more accessible and sophisticated.

Teachers are in a diverse situation, ranging from experts to those with little or no knowledge of these technologies, which creates an internal gap that hinders a coherent and generally applicable institutional response to the whole teaching profession. It is recognised that there is a need for a structural transformation in the university, beyond individual initiatives, to integrate AI in a cross-curricular way in teaching, Assessment and academic management. This transformation requires leadership, resources and a global vision shared by the entire university community.

Finally, there is a positive attitude towards AI among students, but also some concern about its impact on their future careers, especially in areas such as the humanities or those related to audiovisual media. Students expect and need both clear instructions on when the use of AI tools is required, recommended or allowed and under what conditions, as well as a clear example of their correct use by teaching staff. Collaboration between public and private universities, as well as between academia and business, is seen as key to advancing training that is more aligned with the demands of the labour market.

ANNEXES

DEMOGRAPHIC TYPE QUESTIONS

- Gender:
  - o Male
  - o Female
  - o Other
  - o Prefer not to answer

- Age:
  - o Between 17 and 20 years old
  - o Between 21 and 24 years old
  - o Between 25 and 30 years old
  - o More than 30 years old

- What type of university do you study at?
  - o Public
  - o Private

- What Degree are you studying?
  - o Bachelor's Degree
  - o Master's degree
  - o Doctoral candidate

- In what mode of study?
  - o On-campus
  - o Online
  - o Hybrid

- To which Field of knowledge would you associate your Qualification?
  - o Social and Legal Sciences
  - o Health Sciences
  - o Arts and Humanities
  - o Sciences (mathematics, physics, chemistry...)
  - o Engineering and Architecture

- At which university (open answer)

- Are you an international student?
  - o Yes
  - o No

QUESTIONS ABOUT KNOWLEDGE AND USE OF ARTIFICIAL INTELLIGENCE TOOLS

- What kind of AI tools do you use most frequently? (you can select more than one option)
  - o Chatbots or online assistants (ChatGPT, Bard, etc.)
  - o Content creation tools (writing, image generation, videos, etc.)
  - o Data analysis tools (Excel with AI, Tableau, etc.)
  - o Educational platforms with integrated Artificial Intelligence (Khan Academy, Duolingo, etc.)
  - o I have not used any

- If you use AI tools, what activities do you use them for (you can select more than one option)?
  - o Doing academic tasks (summaries, writing, researching information)
  - o Learning new concepts or topics
  - o Planning and organising study time
  - o Research and data analysis
  - o As an online assistant
  - o Developing creative projects (images, design, art, music, etc.)
  - o Generate computer code
  - o Preparing introductions or reports
  - o Simulations
  - o Other
  - o I do not use them

- If you use AI tools, how often do you use them?
  - o Every day or almost every day
  - o 3 to 4 days a week
  - o Once a week
  - o I do not use them

- Have you ever used an AI tool in your studies in situations where it was not allowed?
  - o Yes
  - o No

- Have you attended courses, workshops or Seminars on Artificial Intelligence?
  - o Yes
  - o No

- How would you rate your level of knowledge about Artificial Intelligence?
  - o High
  - o Medium
  - o Low
  - o Very low

QUESTIONS ABOUT THE PERCEPTION OF THE USE OF ARTIFICIAL INTELLIGENCE IN ACADEMIA

- Do you think the use of Artificial Intelligence can improve your grades?
  - o Yes, a lot
  - o Yes, to some extent
  - o No, I think it has little impact
  - o No, in fact, I think it has a detrimental effect on my grades.

- Do you think the use of Artificial Intelligence can improve your learning?
  - o Yes, a lot
  - o Yes, to some extent
  - o No, it has little impact
  - o No, it harms my learning

- What benefits or opportunities do you perceive in the use of Artificial Intelligence in your academic Training? (select all that apply)
  - o Facilitates access to information
  - o Increases efficiency in academic work
  - o Improved personalisation of learning
  - o Reduces the time needed for certain complex or repetitive tasks
  - o Provides immediate feedback.
  - o Improves idea generation and creativity
  - o Increases access to educational resources for students with disabilities.
  - o I don't see any benefits
  - o Other

- What risks or concerns do you have about the use of Artificial Intelligence in your academic Training? (select all that apply)
  - o Over-reliance on AI tools
  - o Completely replacing teachers
  - o Difficulty in distinguishing between AI-generated and original work
  - o Impact on academic ethics (plagiarism, cheating)
  - o Unequal access to advanced tools
  - o Reduction of original thinking and creativity in learning
  - o Data privacy and security issues
  - o Lack of adequate training for their effective use
  - o Other

QUESTIONS ABOUT THE PERCEPTION OF THE USE OF ARTIFICIAL INTELLIGENCE IN THE PROFESSIONAL SPHERE

- Do you think Artificial Intelligence will influence your future career?
  - o Yes, in a positive way
  - o Yes, in a negative way
  - o Both (positive and negative)
  - o Not sure

- Which functions in your future profession do you think could be automated by Artificial Intelligence? (select all that apply)
  - o Repetitive processes (administration, basic analysis, report generation, etc.)
  - o Creativity (design, writing, etc.)
  - o Text translations
  - o Strategic decision making
  - o Customer service
  - o Project management
  - o I don't think any function can be automated
  - o Other

- Are you concerned that Artificial Intelligence could replace certain professional roles in your field?
  - o Yes
  - o No

- What risks or concerns do you have about the use of Artificial Intelligence in your future career? (select all that apply)
  - o Job displacement or job cuts.
  - o Lack of transparency in AI decision-making processes.
  - o Excessive dependence on Artificial Intelligence, affecting human skills.
  - o Impact on personal creativity and innovation
  - o Inequalities in access to AI technologies.
  - o Ethical challenges related to the use of Artificial Intelligence.
  - o Risk of errors in critical AI-based decisions.
  - o Potential breaches of privacy and data security.
  - o Increased work pressure to keep up to date with technologies.
  - o I see no risks of using AI in my future career.
  - o Other

- Which Abilities do you think will be essential to work together with Artificial Intelligence in your future career? (please tick the 3 that you consider most important)
  - o Technical knowledge of Artificial Intelligence
  - o Critical thinking to evaluate the results generated by Artificial Intelligence.
  - o Ability to interpret data and analysis performed by Artificial Intelligence
  - o Ethical Competencies for the responsible use of Artificial Intelligence
  - o Adaptability to change
  - o Creativity
  - o Knowledge of regulations
  - o Other

QUESTIONS ABOUT THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN SPANISH UNIVERSITIES.

- Do you think that universities are ready to integrate Artificial Intelligence in teaching?
  - o Yes, completely
  - o Yes, partially
  - o No

- What measures do you consider necessary for universities to better prepare students for Artificial Intelligence? (select all that apply)
  - o Incorporate specific training on Artificial Intelligence in academic programmes.
  - o Provide equitable access to AI tools
  - o Provide workshops or Seminars on Artificial Intelligence
  - o Ensure ethical regulation of the use of Artificial Intelligence in academia.
  - o Improve the Training of teachers to analyse the use of Artificial Intelligence in the teaching and learning process.

OVERALL OPINION

- On a scale of 1 to 5, what is your level of concern about the integration of Artificial Intelligence in your studies?
  - o Your current studies?
  - o Your future profession?

- Would you like to add any comments about Artificial Intelligence and its impact on your academic or professional life? (Open answer)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