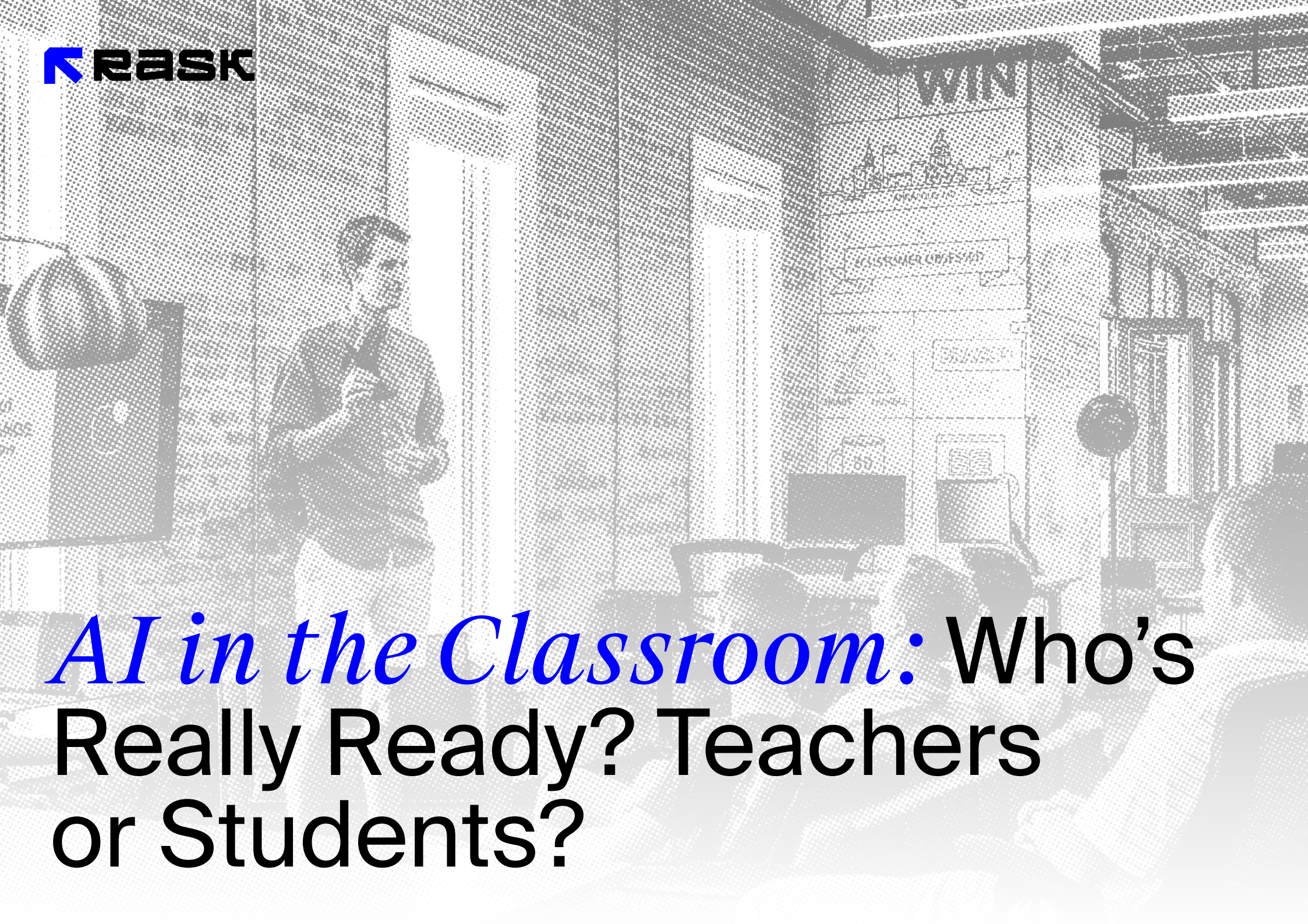


A grayscale, halftone-style background image of a classroom. A teacher is standing on the left, and students are seated at desks on the right. A bulletin board with various posters is visible in the background.

AI in the Classroom: Who's Really Ready? Teachers or Students?

Explore how AI is currently used in the educational market

Examine data from recent reports and opinions of poll participants - both students and professors that either have already implemented AI into the process or consider its implementation. Learn who wants to involve AI and what opponents have to say combined in one comprehensive article-research with input of 150+ students and professors.



This study was carried out by the team behind Rask AI, the leading video translation and dubbing tool for educators, content creators, and marketers. [Try it for free!](#)

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Introduction

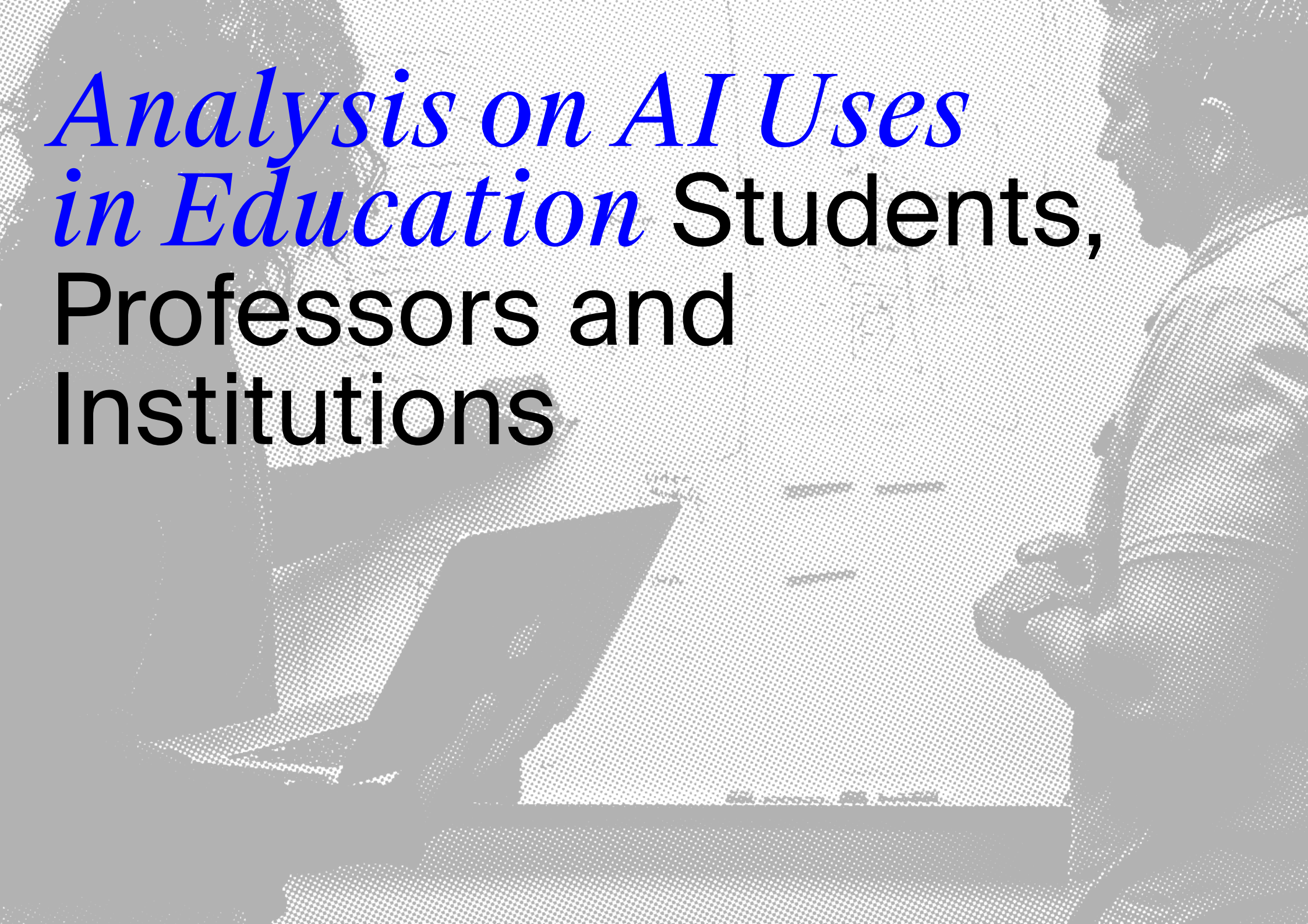
The Rask AI team conducted a study on the perception of the use of AI tools in the educational process: these included in-depth interviews with professors, teachers and surveys of students, where we were able to receive 142 answers that helped us uncover the use and popularity of AI within the educational sphere.

The main goal of our research was: to understand how the main participants in the educational process (teachers/professors and students) use AI tools as part of the learning process, alongside identifying what drivers and barriers to the implementation of such tools exist in each target audience.

We divided our research into 3 stages:
Desk analysis;
In-depth interviews (teachers);
Survey (students).

Research *methodology*

<i>Desk Research</i>	<i>In-depth Interviews</i>	<i>Online-survey</i>
Analyze trends in the use of AI tools in education. Identify the most common barriers to the use of AI tools in education. Sources: Articles on trends in the use of AI in education, application specifics, and the most common beliefs students and educators have about AI tools.	Audience: Professors; Sample: 8 participants; Research Objectives: • Determine how the main participants of the educational process use various AI-tools as part of the educational process; • Find out what drivers and barriers to adoption of such tools exist in each target audience.	Audience: Students; Sample: 142 participants; Research Objectives: • Assess the distribution in the use of AI tools in education; • To determine the impact of the use of AI-tools on academic success and psychological well-being.

The background of the slide is a grayscale, halftone-style image. On the left, a student is seen from the side, focused on a laptop screen. On the right, a professor is shown from the chest up, looking at a tablet device. The overall tone is educational and technological.

Analysis on AI Uses *in Education* Students, Professors and Institutions

Professor's Opinion

Professors are already using tools without knowing that AI is integrated into them. However, they aren't discussing the opportunity to introduce AI tools directly into the teaching process and now the majority of professors are limited with tools like Grammarly and Microsoft where AI is already included.

Key Findings:

- Professors are more likely to use AI for basic tasks (search, translation);
- Professors have concerns about the active use of AI in education;
- Professors lack the experience and knowledge to effectively use AI tools in their work.



Munesh Chauhan

Assistant Professor at Euro
University of Bahrain;
University Ambassador at
NVIDIA Deep Learning Institute



Michael Johnston

Independent consultant;
Charles A. Dana Professor of
Political Science, Emeritus,
Colgate University

“But besides these tools, there is no talk about specific AI tools in universities. I didn't come across any kind of email that says “Okay, tomorrow you use this AI tool in your class.” AI is embedded, as you know very well, in Microsoft and Grammarly, sentence completion, autocomplete processes. Google Search. It is there, almost unknowingly, but we don't have explicit discussions about it”.

“My main interaction with AI - at least, with what I take to be AI, is fending it off as I write emails, use websites, etc, and as some computer somewhere tries to finish my sentences or enter web addresses, both in ways I don't want. I'm no technophobe - in fact I was the first in my department to get a desktop computer, back in (wait for it...) 1981, but technology in my work is limited to word processing, spreadsheets (a few of them rather elaborate), and internet use”.

Students Opinion

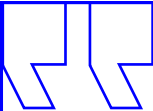
Students are more experienced in using AI tools than professors. They tend to recommend their professors to use them in the educational process though they can verify whether their professors use them or not.

Key Findings:

Half of the students could not answer the question about whether their professors use AI tools in their work;

Perhaps professors use them, but don't tell their students about it;

73% of surveyed students use AI-based tools at least occasionally.



As one of our teachers at the school explained: “You can replace the word AI with algorithmic statistics, because, in effect, what you’re doing is looking at the probability of what’s happened in the past in order to predict the future, and people often call that AI. We teach that to the students as a core skill.

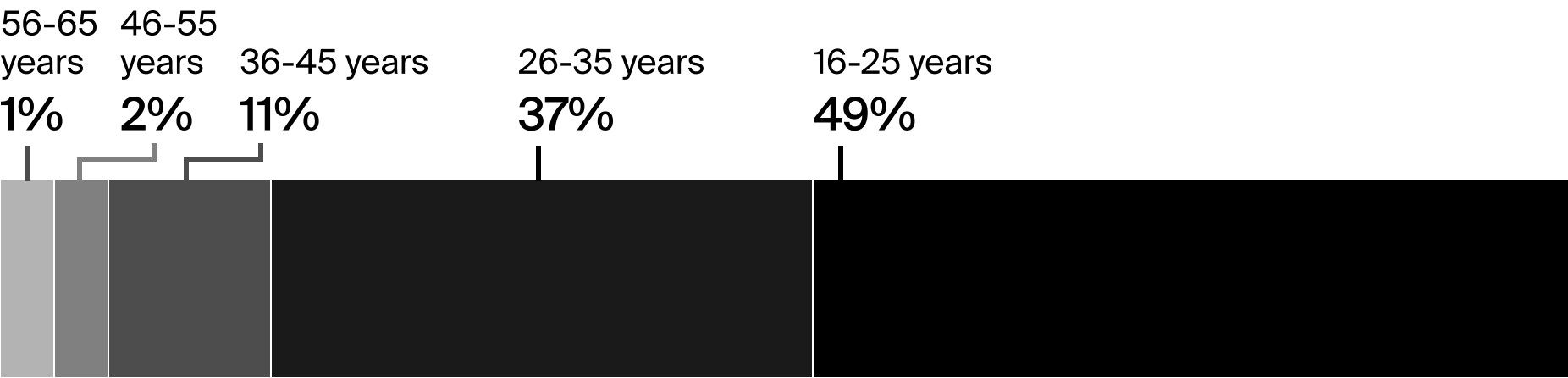
Resource: [Artificial Intelligence and education. Our perspective.](#)



PARTICIPANTS OF ONLINE-SURVEY



Gender Distribution (The option "non-binary" was available, but no participants selected it.)

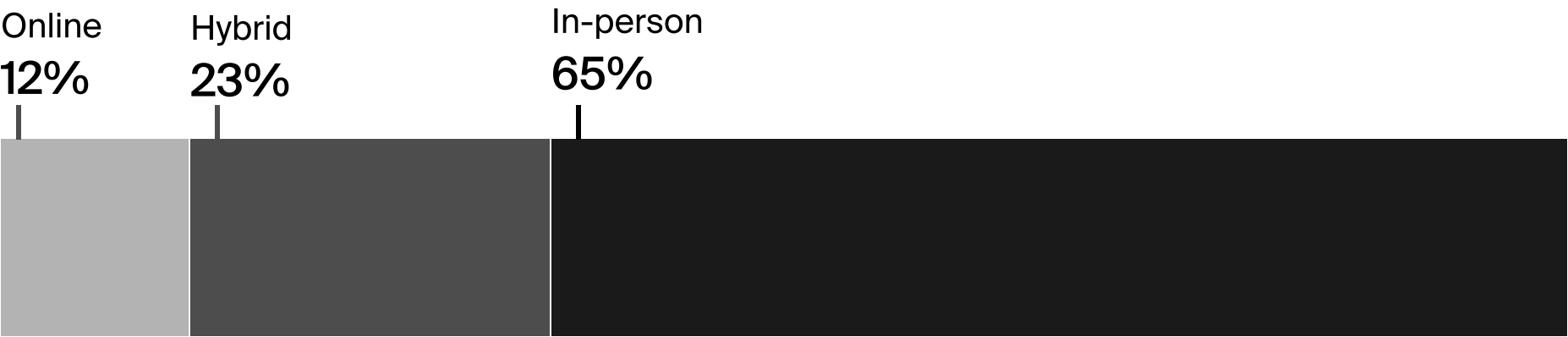


Age Distribution

PARTICIPANTS OF ONLINE-SURVEY



Educational Level



Instruction Mode Preference

PARTICIPANTS OF ONLINE-SURVEY



Current Country of Study

Educational Institutions Opinion

Key Findings:

Many educational organizations are now at the experimental stage with the introduction of AI;

Educational institutions are in the process of developing and implementing rules for the use of AI;

Only 6% of students experienced disapproval of the use of AI tools from their educational organization;

41% of respondents observe support for the use of AI technologies in the educational process.



Estrella Beroff, GIT

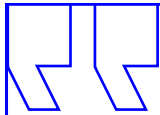
Research Specialist at the University of Pennsylvania, Member of "Society of Women in Science"

“I am a research specialist and lab manager at the University of Pennsylvania. I manage a chemical engineering laboratory and make sure it runs smoothly. In addition to that I do my own research and I also produce some writing. I am kind of a luddite and I use paper and pen for my to-do lists even though I know there are apps. I like doing physical things and have to do something with my hands every day so it's difficult for me to think about integrating new software tools sometimes.

I don't know how Penn views AI tools but I know that my labmates use Chat GPT frequently and the outputs are gladly accepted by our PI. I think that like any tool if it's used effectively then it can be wielded to increase productivity. I think my coworkers are good at using AI tools effectively so I just try to learn from them and work on getting faster and better at using the tools myself”.

Even though educational institutions consider implementation of AI into the educational process, the majority is still wary of new technologies. Use of AI is still in the research stage, though some institutions or specific professors support the idea of including AI into the process, though not at this moment since challenges should be addressed first.

Professors also mention that the educational system is pretty traditional today with the inclusion of using the Internet, so time is required to give AI tools an opportunity to smoothly fit in.



In a typical classroom still, I would say even in good universities around the world, AI is not used much, except for smart boards and so on. The limitation is there. Having a camera in the class or automatic note-taking – all these tools may be in the research stage but they aren't prominent otherwise in the academic sphere. Still the old way of teaching a class, lecture session with examinations. The only major change has been the Internet. Students have access to the Internet and the Internet allows them to access different subject topics more easily.

Munesh Chauhan



2 Categories of AI Use Spreading within Education Sector

<i>Banning and restricting AI</i>	<i>Adapting curricula and student assessment</i>
Some educational systems are still very against using AI in their learning ecosystem and prevent students from using AI tools).	Some professors and institutions consider implementation of AI into the educational process which is mainly driven by interest and requires from students who have already had an experience with AI tools and believe it may have a positive impact on their grades and overall understanding of the material.

 <u>Wayne Huang, PhD</u> Adjunct Professor at Stevens Institute of Technology; Head of Data Science at Pacific Life	 <u>Sonia Tiwari</u> LX designer & Researcher for Children's Educational Products; Adjunct Professor at Penn State University
“There is not much AI usage by students and me with the exception of using ChatGPT. ChatGPT is viewed as a productive enhancement tool. I have not seen or heard any concerns of AI on education in my college”.	“I feel fortunate that my organization welcomes thoughtful use of AI that can speed up certain aspects of the work and free-up human intelligence for the more crucial, deep-thinking tasks. I do not use any multiple-choice type tests for my students that can be fully completed with AI. Instead, I design assignments that align with students’ long-term goals and creative skills that can only use AI for some less-crucial aspects”.

In a statement recently aired on The Project, Federal Education Minister of Australia Jason Clare said that AI, much like the Internet, and the calculator before it:

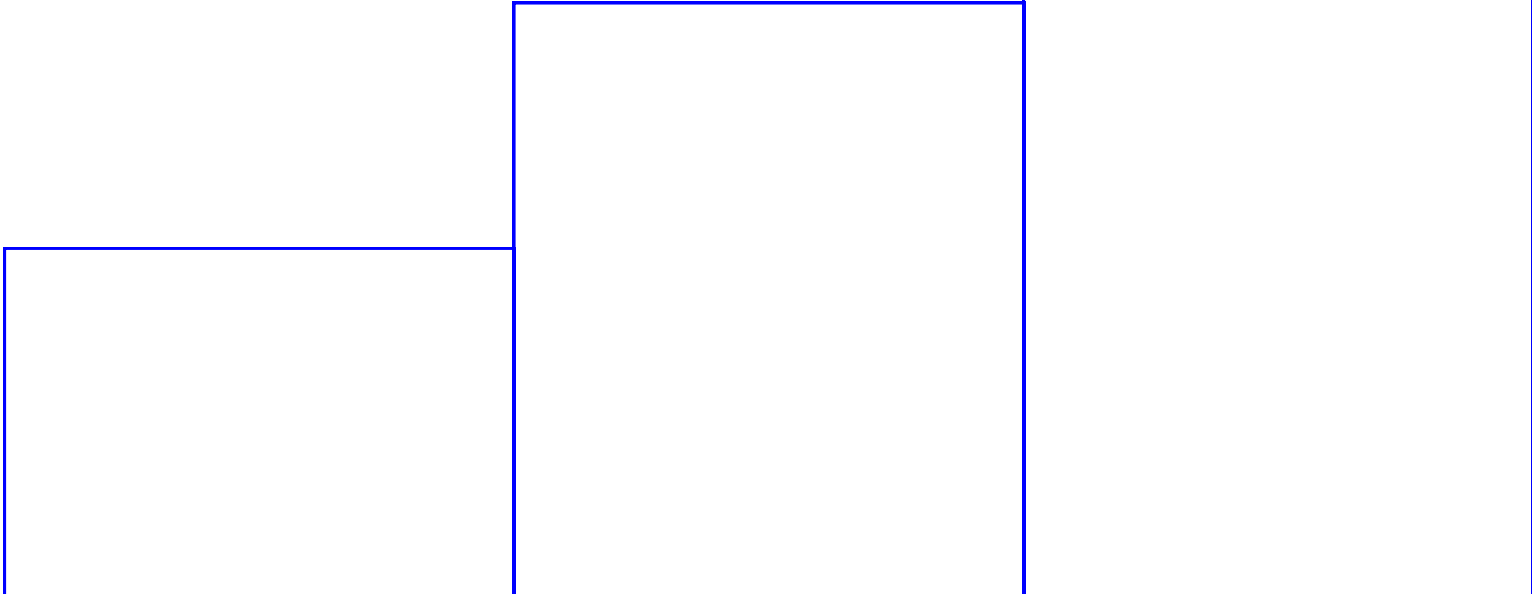
“I observe that my students are spending more time on reflective discussions and less time reading long reports - now that they have AI tools to summarize or communicate with long-form text”.

(Resource: How should schools navigate the use of AI in classrooms?)

Frequency of AI Tools Usage among Students and Professors (Survey)

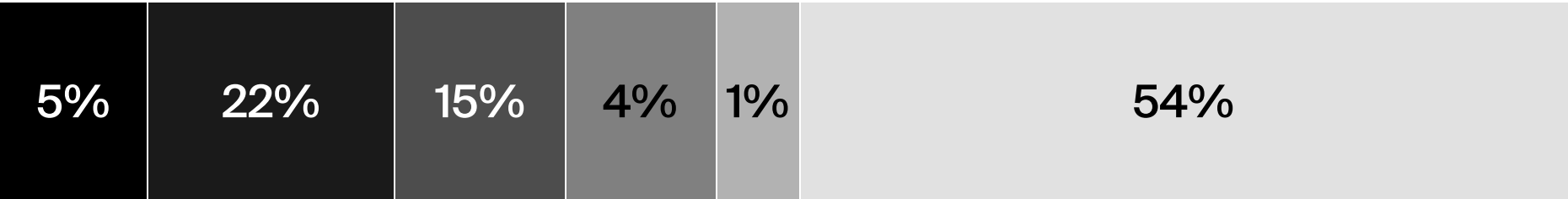
(Note: the information about professors using AI tools in the educational process was provided by students via a survey).

The diagram shows that Students are more likely to use AI tools compared to professors, with 52% of students and 15% of professors using AI tools occasionally and 18% of students and only 4% of professors implement AI on a regular basis for educational purposes.

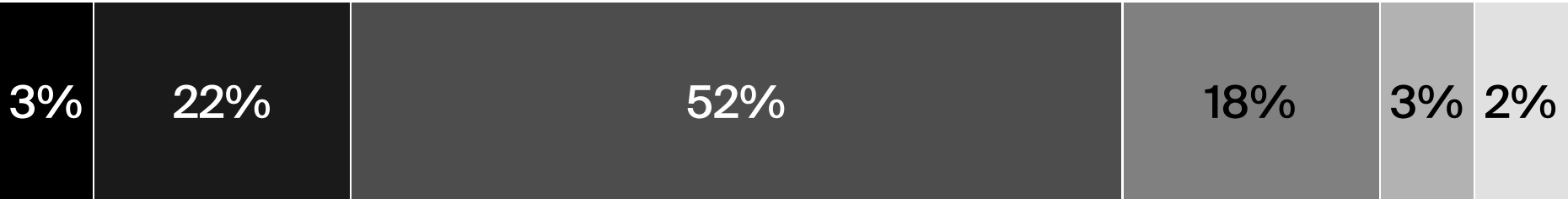


USAGE OF AI TOOLS IN EDUCATION

How often do you use AI tools as part of your educational activities?



Professors



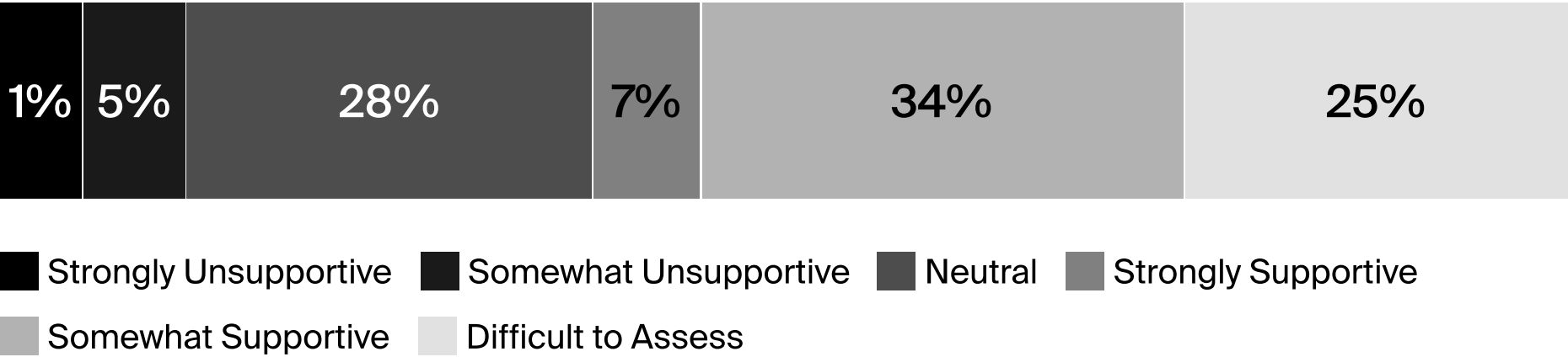
Students

Never Rarely Occasionally Often Always Difficult to answer

- Half of the students could not answer the question about whether their professors use AI tools in their work. Perhaps professors use them, but don't tell their students about it.
- 73% of surveyed students use AI-based tools at least occasionally.

SUPPORT FOR AI TOOLS BY EDUCATIONAL INSTITUTIONS

Do you believe your educational institution actively supports the integration of AI tools into education?



- Only 6% of respondents experienced disapproval regarding the use of AI tools within their educational institutions.
- 41% of respondents perceive active support for the integration of AI technologies in the educational process.

How to Introduce AI to Students and Professors

Show what familiar tools are already using AI;

Introduction in simple processes that now require additional effort (e.g., data visualization, slide preparation);

Building a dialog with students and professors about new technologies is an important part of adapting to new tools and rules for working with them;

The need to increase transparency of work with AI for all participants of the educational process.



I typically have a semi-structured discussion with my students about new technologies as a group - everyone brings in examples of new tech/tools they've explored or heard about, and we discuss if any of these tools apply to our current learning contexts.

I recommend reflecting on the most time consuming tasks of your job that do not require deep thinking. Then look up AI tools that can automate and/or speed up those tasks so you can focus your energy on aspects of work that require deep thinking.

Dr. Sonia Tiwari



Atreya Mathur

Director of Legal Research, Center for Art Law

“I think it may be helpful to provide programs and courses on ethical and legal considerations when implementing AI in education”.

Does AI Improve Academic Results in Students?

Even though AI isn't widespread yet within educational institutions, some still included it into the teaching process. Reports have shown that AI benefited students academic results through better involvement into the learning process and better understanding of the subject matter.

In fact, participants mentioned that AI also positively affected their mental health and wellbeing. Though the minority of students still feels a deterioration after starting using AI for educational purposes or during lectures.

Key Findings:

86% of students reported an improvement in their educational performance after they started using AI tools;

2.57% of respondents also reported an improvement in their emotional well-being after they started using AI for educational purposes;

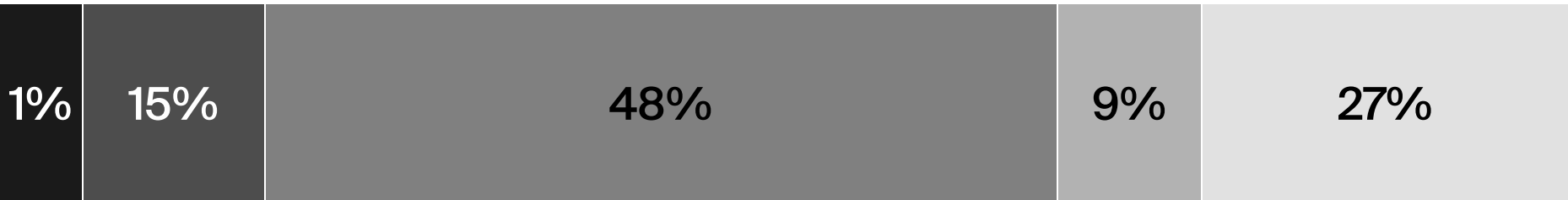
Less than 5% of respondents reported a deterioration in their performance or state of mind after using AI tools.

KEY INSIGHTS

How have your educational outcomes and emotional state changed since incorporating AI tools into your learning process?



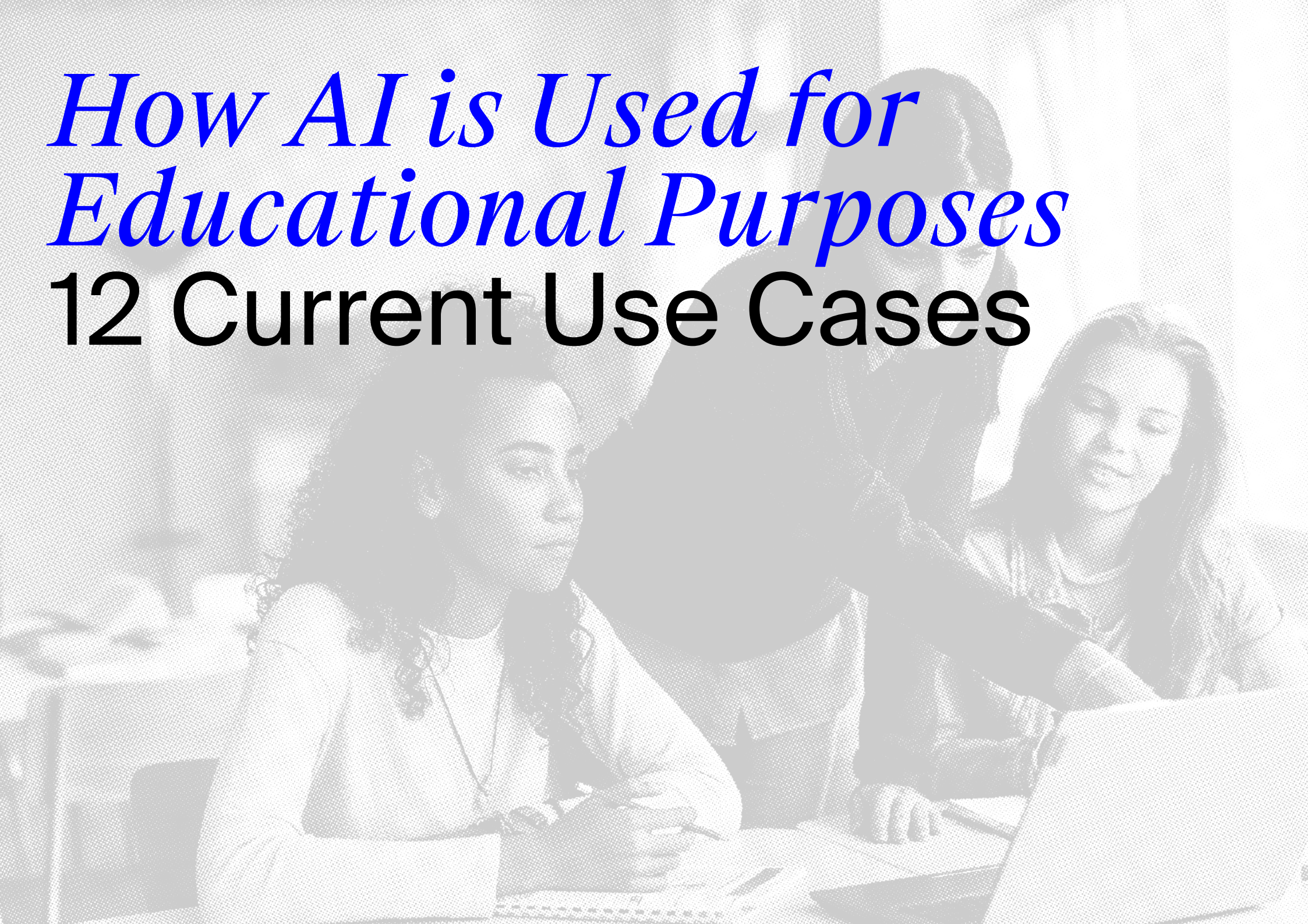
Educational Outcomes



Emotional State

■ Deteriorated
 ■ Likely to Worsen
 ■ No Change
 ■ Likely to Improve
 ■ Improved
 ■ Difficult to Assess

- 86% of students noted an improvement in their educational performance since adopting AI tools.
- 57% of respondents indicated a positive shift in their emotional well-being after implementing AI for educational purposes.
- Fewer than 5% of participants noted a decline in their academic performance or mental state after the introduction of AI tool.



How AI is Used for Educational Purposes

12 Current Use Cases

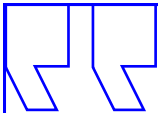
USAGE OF AI TOOLS IN EDUCATION

	<i>Students</i>	<i>Professors</i>
Language translation	80%	23%
Idea generation	62%	21%
Data visualization	47%	17%
Information retrieval	40%	9%
Generating written content with AI	36%	9%
Transcribing videos with AI	23%	3%
Enhancing information accessibility	16%	8%
Converting audio to text	15%	7%
Creating voiceovers for videos	1%	1%
Utilizing text-to-speech tools	1%	3%
Dubbing	1%	1%

AI is most often used for translation (80% students, 23% professors), idea generation (62% and 21% respectively) and data visualization (47% and 17% respectively).

AI can be used at many different stages of the educational process, from taking notes to maintaining curriculum to creating content and visualizing data.

Even though AI was originally introduced as a separate product that can cover different tasks by itself, using it as an assistant is a much better practice:



I managed my expectations, and learned to collaborate with AI instead of expecting finished products that don't need revising.

Dr. Sonia Tiwari

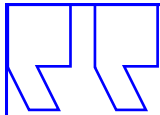


AI is most often used for:

<i>Translation</i>	<i>Idea generation</i>	<i>Data visualization</i>
80% students 23% professors	62% students 21% professors	47% students 17% professors

Evaluation of Students' Involvement and Motivation (Potential Use)

Professors believe that AI can potentially help in evaluating students involvement and motivation through Computer vision technology.



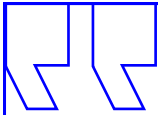
So using AI, for example, we can use a camera in the class – Computer vision. Yeah, the involvement, the students' motivation, how keen they are. Many factors can be used – the blinking of the eye, the perspiration of the skin, which can be detected by camera. I was more keen about knowing how students react to a teaching process in the class, which is very important in the learning phase.

Munesh Chauhan



Adaptation of Content for the Incapacitated Person (Actual Use)

AI can help in transcription of videos into text, adding subtitles and captions that make content more accessible and convenient for deaf or hearing impaired people.



For example, that person is watching TV on his bed. How can we find the gist, the meaning of this TV news and how it can be conveyed to a patient in a more simplified manner? I used one readymade library, which converted the audio to text – I can't recall the name of that library now – and then, from the text... Because the text would be quite voluminous and we did not want to bother the patients.

Those with hearing issues can also have some psychological issues and mental issues of understanding. So we had to make it more simplified in order to make them understand what's happening on TV. So I used one NLP library called Rake which identified keywords out of the entire text, which was converted from audio and video.

Munesh Chauhan



Search (Actual Use)

All educational institutions, professors and students have already used AI at least once during the last few years. That is because AI is already inserted into simple search engines, like Google.



I don't remember using any AI-based tools directly, but all of us “use” AI when we do a simple Google search that involves AI in the search process. Probably it also identifies your behavior because you're logged in as a user. So it knows what kind of search you are doing and tries to find out the closest, the similarity between what you are searching and what it’s actually trying to give as an output.

Munesh Chauhan



Vikas Vazhayil
Professor of Neurosurgery at
National Institute of Mental
Health and Neuro Sciences

“As an educator, AI in terms of search has been around for nearly 20 years-Google. So search changed completely with Google and how we handle internet search. In the context of current AI based tools, not much has changed. Some changes in terms of specific search have become better with Bard which I use. Overall, not much I believe has changed”.

Auto Captions for Content with Specific Vocabulary (Potential Use)

Auto captions are used for deaf and hearing impaired students. However, they can also be used for content with specific, complex vocabulary and in another language. It is worth mentioning that accuracy of these captions isn't always great since AI needs more data to learn from.



Jenny Li Fowler

Director of Social Media Strategy at MIT, Author of 'Organic Social Media', Speaker

“Auto captioning is offered by a lot of social media platforms and I'm pretty sure that's AI. Facebook offers auto captioning, LinkedIn offers auto captioning, Tiktok... I mean, I'm almost positive that they are AI. They're not always great. And it's hard for places like us, where we have lots of engineering terms and science terms and hard terms, so when you use auto captioning, it'll not necessarily spell things right, or get the phrasing correctly. It'll sound like it, but it's not exactly what it is. So it's tough for us to use auto captioning”.



For example, the awareness about the usage of AI has been there for the past, I would say three years. But the last one or two years it has been quite strong. I always have a feeling that AI has a big role to play in classroom teachings. Specifically this idea came from my peripheral involvement in one of the research projects on assistive technologies for the disabled in education. We thought about ideas how AI can simplify things for disabled students in the classrooms. For example, speech to text conversion for taking notes.

Munesh Chauhan



Writing Alternative Texts for Images (Potential Use)

Although AI might be used for that task, more professors believe AI still needs improvement in that question.



I especially think that maybe in alternative text that AI can help quite a bit, but I think it needs to get better. I think it's still a little bit elementary in writing alternative texts.

Jenny Li Fowler



Checking Grammar and Spelling in Texts

The majority of students and teachers now use Grammarly to check grammar and spelling in texts, which offers auto filling and is powered by AI.



There's a common app here called Grammarly, and that's AI. It helps me with grammar and spelling, and I've been using that for years. But, can I tell you, I didn't realize it was AI. So I feel like I've been using it, not knowing it was AI, for several years.

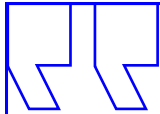
English grammar is horrible even to us, native speakers. People are horrible at apostrophes and commas, so... It helps me, especially with the commas, where to put the commas, etc. I think it helps a lot of people.

Jenny Li Fowler



Individual Assessment of Students (Potential Use)

While most teachers still prefer to make individual assessments by themselves following a traditional system, some professors still consider the opportunity of using AI for that task when addressing privacy concerns.



But that individual assessment will always be lacking because some universities are getting bigger, more student population, more class strength. So human attention is not possible. So we require some AI tools to assess students' levels. Both creative levels and academic levels in the class. If we can apply AI tools for assessing students both in marking scripts, as well as psychological assessments of student behavior in the class”.

“And then we come to the ethical issues of AI and privacy and all these factors. So human beings are very complex. So we normally don't allow things to happen as they should. Of course, there is misuse, I don't deny that. Ethical issues of AI specifically for identifying students with any particular problem. It will also be a very serious issue in the coming decades.

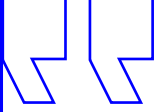
But AI can be helpful in giving a 360 degree assessment of the student.

Munesh Chauhan



Identifying Uniqueness Among Students (Potential Use)

AI can drive personalization in education. Though there are no use cases in that particular field yet.



School leaders reported that opportunities to personalize learning for students were one of their main hopes for generative AI gains in schools, as was the capacity of generative AI to provide students with real-time feedback and support.

Dr Chris Duncan AHISA's CEO (Association of Heads of Independent Schools of Australia)

Resource: [Generative AI in schools: benefits and concerns](#)



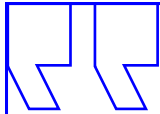
For example, develop some kind of AI tool or AI bot which identifies uniqueness among students, because every student has their own persona. It's just like medical drugs. Nowadays we talk about customized drug therapy where individuals administer drugs based on their bioprofile. It's a very well-known fact that students have very different learning patterns. And each and every student has a unique strength and weaknesses, which is not easy to identify, especially in bigger groups.

Munesh Chauhan



Communication with Students (Potential Use)

In international institutions, students often have issues with understanding lessons in a different language. AI can resolve the issue by quickly translating the material to the needed language and assist in faster learning.



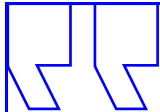
Language also becomes one of the major hindrances. Suppose somebody is not fluent in the language, and students are in their learning stages, they're evolving. And their mindset is very shy, they have very strong peer pressure. Sometimes it is very difficult for a student to ask questions in the class, or interact in the class with the teacher.

Munesh Chauhan



Learning Process Management (Actual Use)

The majority of teachers, professors and educational institutions are already using some kind of AI-based tools for learning process management, even not always knowing that. Some of the tools mentioned in the research are Canvas, Blackboard, Moodle and Google Classroom.



In terms of hardware it was pretty simple, we just needed a plain standard computer with access to the Internet, both from the teacher's side and the student's side. Now, in most cases the use of desktop computers in labs is fading away. They still maintain desktop computers, but students prefer laptops. And in this Malaysian university, I found students using tablets for everything, like for writing notes.

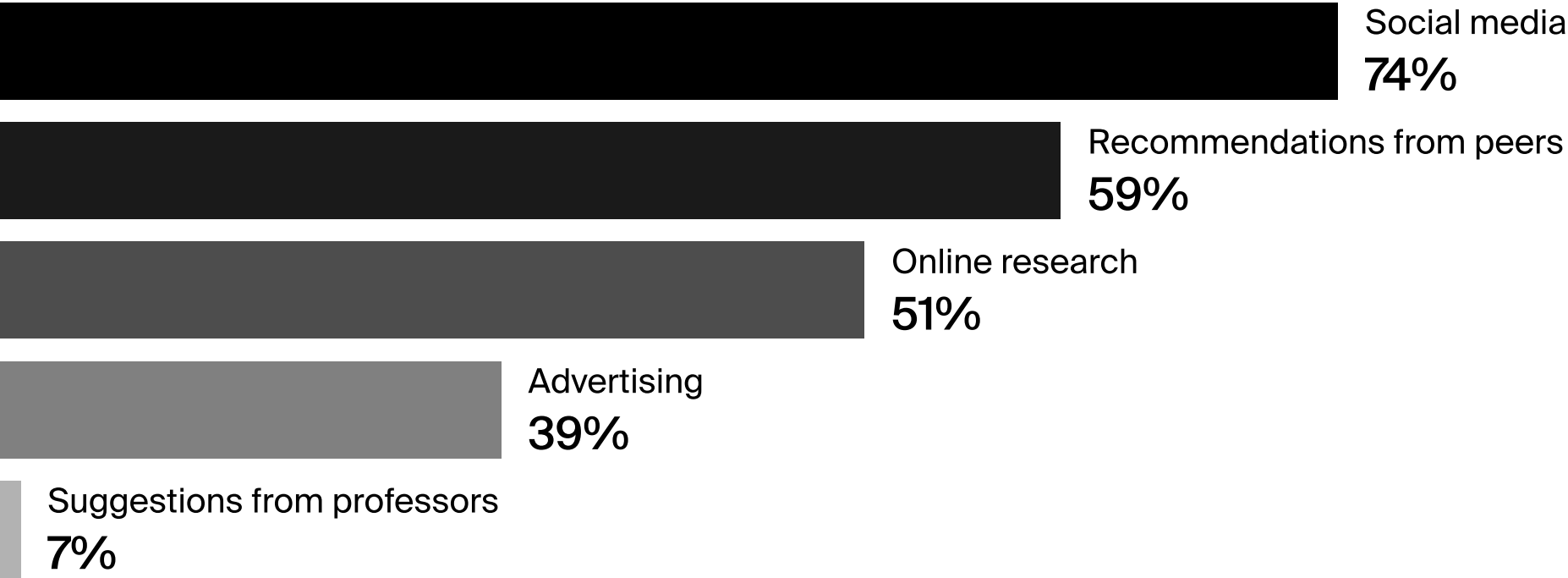
Besides ChatGPT, I may have used AI tools hidden in learning management systems, but there's nothing much in those LMS except standard ways of storing courses and lesson plans and so on.

Munesh Chauhan



SOURCES OF INFORMATION ABOUT AI TOOLS

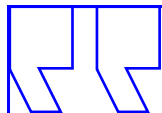
How do you typically discover new AI tools or applications? (Multiple answers)



- Social media (especially instagram) is the most popular source of information about the use of AI tools among students (74%).
- Other popular sources of information: recommendations from peers (59%) and online research (51%).

Legal Research (Potential Use)

AI could potentially be beneficial for legal education in terms of data provided by ChatGPT and verified information on other reputable sources to streamline the education process.



In my personal opinion, I think AI could be helpful in legal education to the extent of applying it to databases and verified information already available on reputable platforms to make legal research easier. Such as, to find relevant cases, focus on certain areas of law, jurisdictions--essentially to provide a very easy and interactive search and database for research in law. It has become imperative to ensure that AI software used is trained on reputable information since we are already hearing of AI making up case laws which is detrimental to the legal profession.

Atreya Mathur



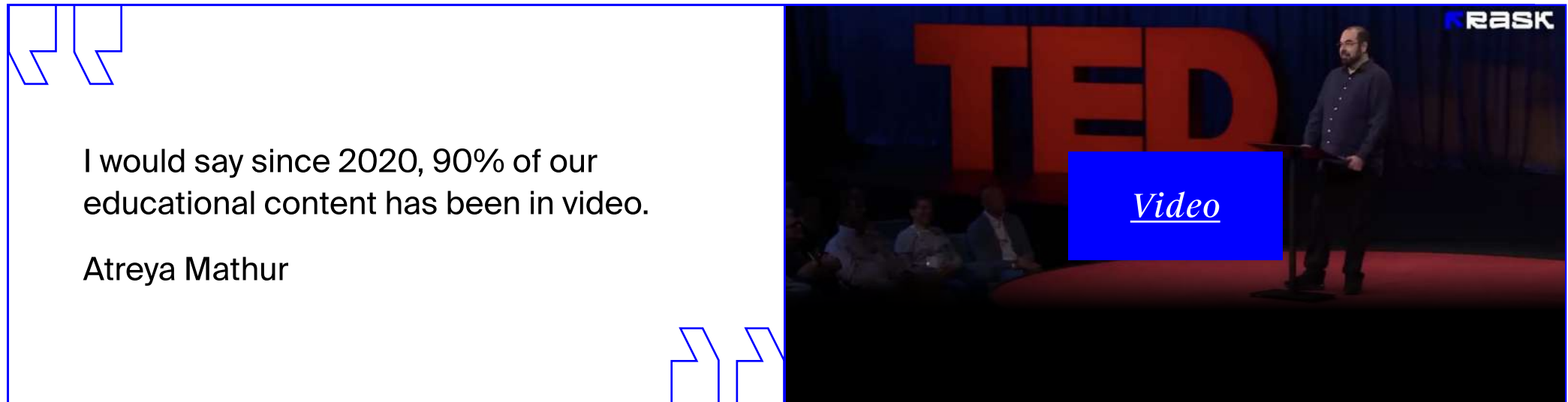
Taking Notes (Actual Use)

AI makes the note taking process automated and centralized, allowing every student to get those notes at the end of the class. AI also creates more space and time for the student to focus on the import of the lecture instead of spending time making notes.

Using AI tools like ChatGPT or AI summary platforms or for taking notes as an assistive tool could be useful and save time. This needs to be balanced and verified by students and humans to ensure that information is correct, double-checked and accurate. Atreya Mathur	And by the way, I remember one very specific thing. As a teacher, I used to find that (more often in the Chinese University, to a lesser extent in the Middle East and in Russia) students were writing notes in their own languages. So the Chinese will scribble in Chinese on the tablet. When I used to roam around in the class, they would open my slides on the tablet and they would write notes in their native language. Which I really like, because this is how one should learn. Of course, that's a process of translation. And the translation of languages is now quite perfect. English to French, French to English and so on. It's almost error-free. Munesh Chauhan
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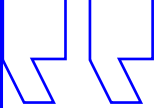
Educational Video Content (Potential Use)

AI is popular in the creation of educational video content. AI-powered tools like Rask AI allow teachers and professors to streamline video creation process, video transcription, generating subtitles and captions.



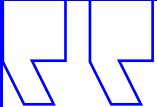
Create your own localized video with Rask AI. You have 130+ languages to choose from. [Try it for free!](#)

This is what professors have to say about *Rask AI in educational video content creation*:



My gosh. That's fascinating. If anyone asks me, sometimes I get asked recommendations for different types of tools, if anyone asks me about a real-time translator in different languages, I'll definitely give them your name.

Jenny Li Fowler



That's really interesting. I would probably love to talk about this. I feel like it could be very helpful. And thank you for sharing that, I haven't really seen anything like that before.

Atreya Mathur





Prejudices and Limitations that Prevent Using AI

Factually Incorrect Information

Sometimes it is possible for AI to answer incorrectly but well-formulated. The reason for that is that the main priority of the technology is to write an answer instead of validating information. This means that users should fact-check the information, though algorithms may improve that soon.

An effective remedy:

A few approaches can be used to solve the issue of factually incorrect information that GenAI or GPT-4 creates. And the most common and effective ones are post-processing fact-checking and implementation of the feedback system.



Usually, teachers have experimented with the tools in their own work first. And, also typically, a process to develop guidelines and policies for student use is instituted before students are introduced to the tools for classwork.

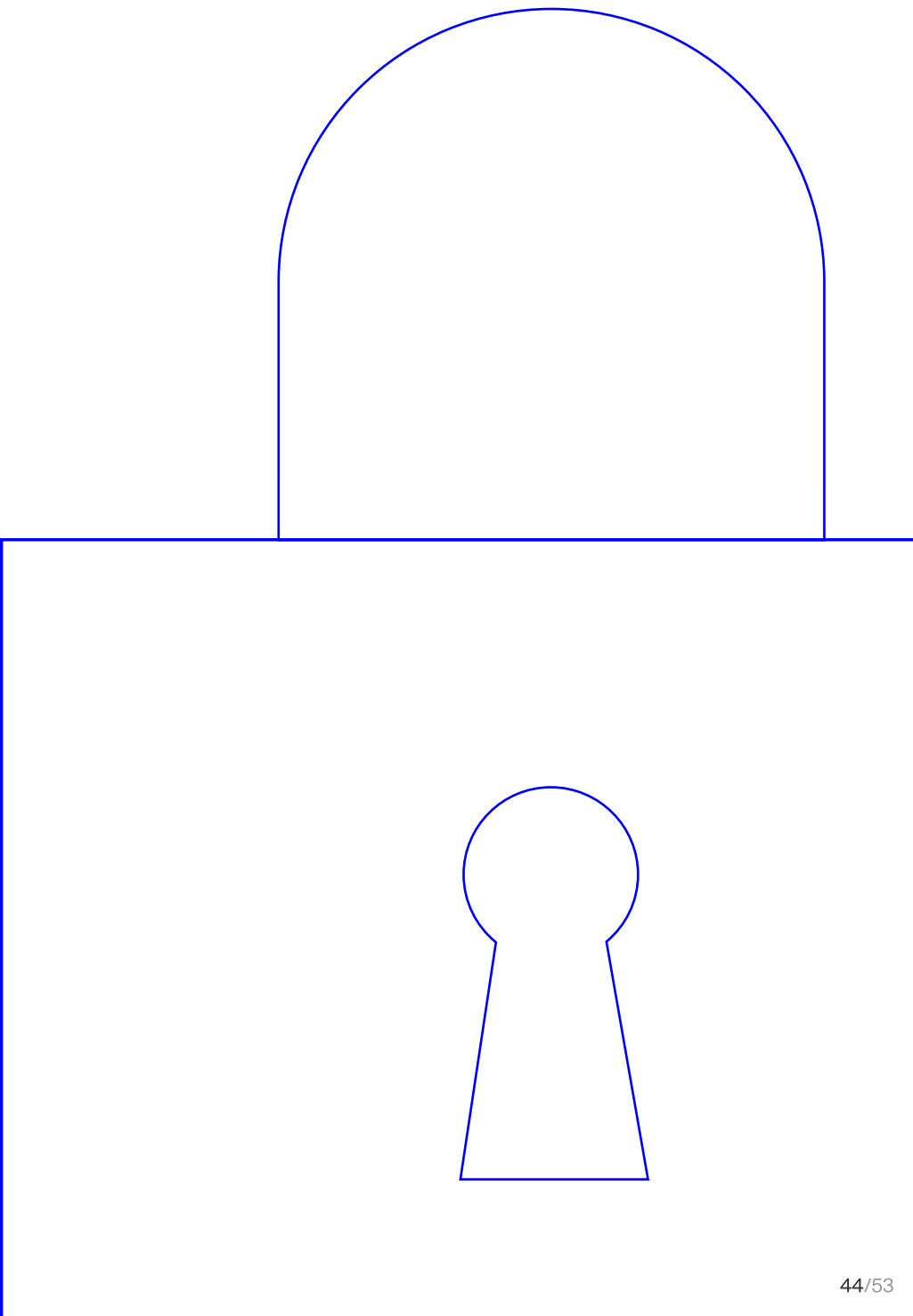
Dr Chris Duncan AHISA's CEO (Association of Heads of Independent Schools of Australia)
Resource: [Generative AI in schools: benefits and concerns](#)



The solution for that problem will be post-processing fact-check when the technology generates the answer while a separate system verifies the information provided by AI.

Disclosure of Confidential Information, Data Privacy and Security Issues

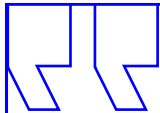
AI requires collecting and analyzing a huge volume of data to provide personalization or evaluation of students academic results. Ensuring the privacy and security of this data is essential to resolve any concerns that might be in both students and professors.



Lack of Support and Understanding Among Teachers

Research has shown that one of the main reasons for professors and teachers still being skeptical of AI use in education is lack of support and basic understanding of the technology algorithms.

This can be resolved by educational institutions introducing courses for teachers to get to know AI tools and how they can benefit both them and students.



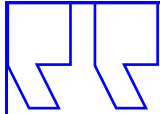
When it comes to AI, a great number of teachers and school officials have not yet experienced AI-based learning support and might simply recognize it as slightly more advanced educational technology.

Resource: Teacher's Perceptions of Using an Artificial Intelligence-Based Educational Tool for Scientific Writing



The Need to Protect Rights: Art Industry is Most Concerned About Using AI

Research results also highlight that creative and art-making industries are most concerned about the widespread adoption of AI and are interested in protecting their rights, so AI use within these spheres of education is still limited.



The artist I mentioned to you before, who I had spoken to, had discovered that her work was fed into AI, and she was initially extremely excited to work with artificial intelligence. She was looking forward to DALL-E last summer. On Instagram, one day, a user tagged her in a comment saying “I absolutely love your artwork here.” And it wasn't hers. It was created by AI and it looked so incredibly similar to her, she was very taken aback. So that's when she realized that it could potentially be a threat.

So that's something that I think is important to note because when you have copyright, then you have exclusive rights, which means that you have the right to create derivative works, which means you can create sequels. So it's as if artificial intelligence is violating or infringing that right of artists to create sequels or different variations of their work.

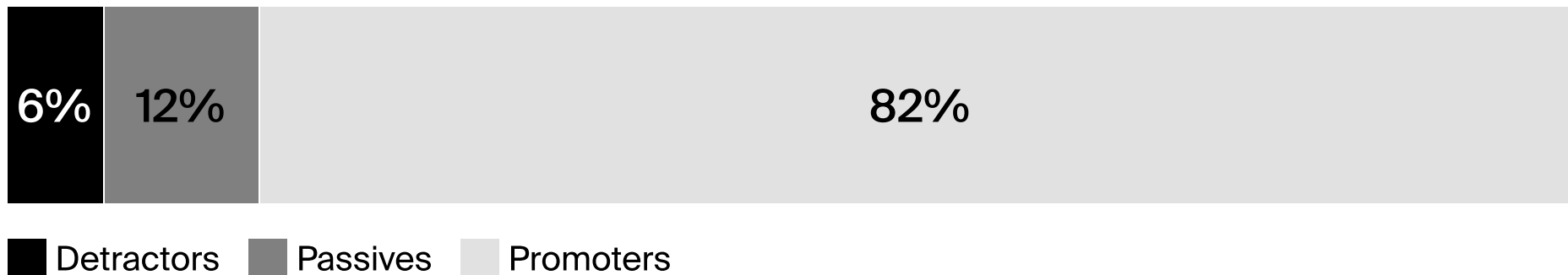
I would say these are probably the biggest concerns that I've noticed that we're seeing: authorship, fair use, infringement, and, yeah.

Atreya Mathur



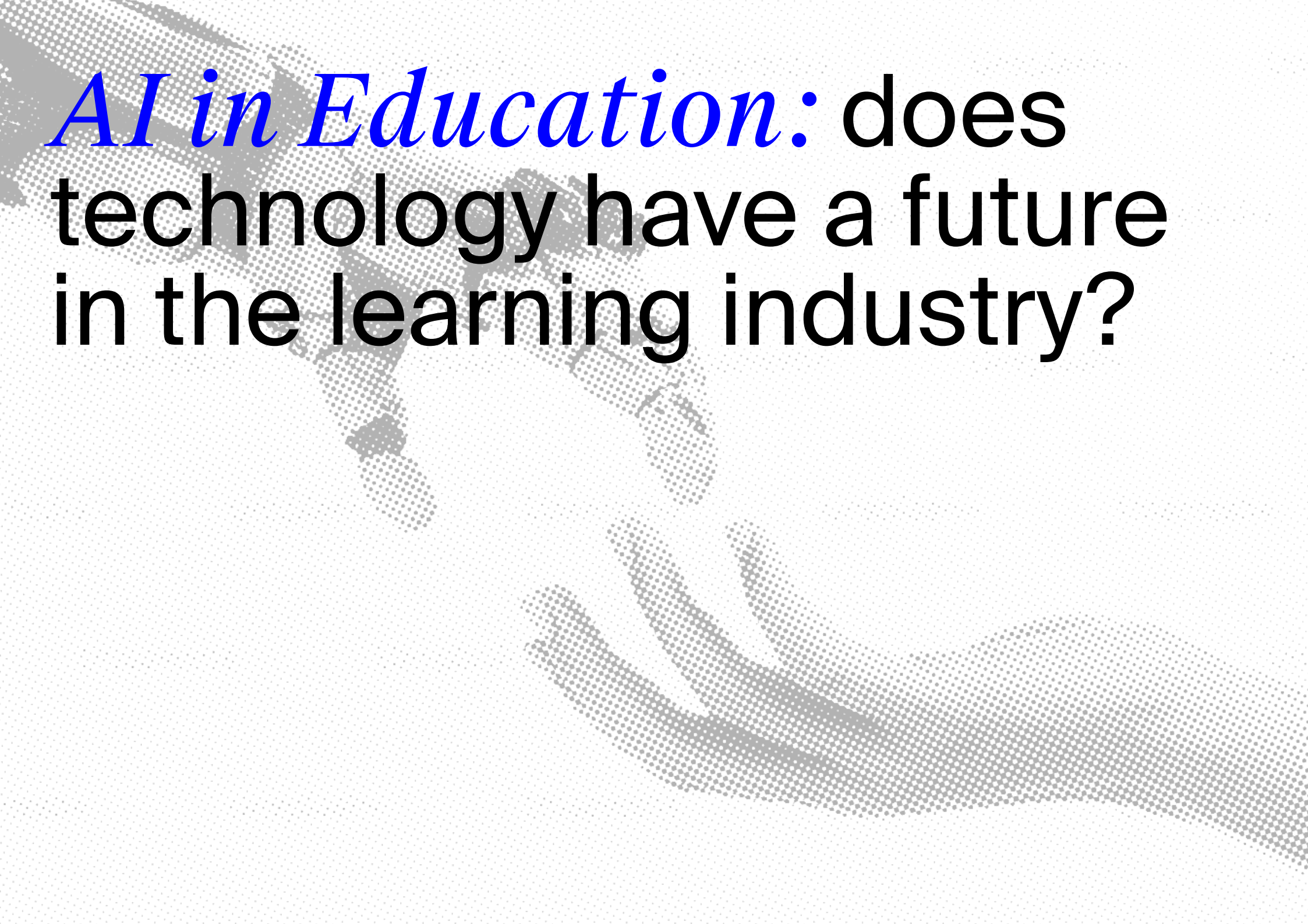
In Conclusion

On a scale of 1 to 10, how likely are you to recommend the use of AI tools in education?



NPS = 76 indicates a high loyalty
among students towards the use of AI tools in education.

*NPS, or Net Promoter Score, is a metric that measures customer loyalty by gauging how likely they are to recommend a product or service to others. It's calculated by subtracting the percentage of detractors (those who wouldn't recommend) from the percentage of promoters (those who would). Scores range from -100 to 100, with higher scores indicating greater customer satisfaction and loyalty.



AI in Education: does
technology have a future
in the learning industry?

AI requires time to be fully considered by the majority of educational institutions as an assistant for the learning process. Though some professors, teachers and students have already implemented some kind of AI tools into the process and we can see first positive results.

NPS 76 identified during the research shows high student loyalty to the application of AI in education. Research also shows that even those who are still wary of using AI in the educational domain have already interacted with AI-powered tools like Grammarly and Notion without knowing that they are based on this technology.

Research highlights that some key challenges should be addressed in order for educational institutions and professors to consider AI use in upcoming years, while experts in the field report that solutions are already there and ready to solve arising issues.

AI definitely has a bright future in education, where indicators are positive responses from students and professors that participated in this research and mentioned its positive impact on academic results, streamlined educational process, education accessibility and wellbeing of learners.



Maria Chmir

CEO & Founder at Brask and Rask AI

“We’re changing the education market for the Entire World.

Education stands as one of the pillars of our global society, constituting 8% of the world’s GDP. However, it’s surprising to note that merely 4% of this vast sector is digital. We are committed to unlocking unparalleled potential in every individual, revolutionizing the realm of education with the unmatched power of AI.

In the vast landscape of education, we’re not just participants; we see ourselves not just as enablers, but as revolutionaries, pioneering transformative changes in the world of education, assisting everyone involved in this industry. The power of AI in breaking linguistic barriers is undeniable”.

In a world with over 7100 languages, online education platforms only use about 9 on average, according to the Global EdTech Language Diversity Rankings 2023. This shows a big gap in language use online and asks us to think about how inclusive these platforms are.

Rask's AI deep dive into prominent EdTech firms sheds light on why chatting with Siri feels more exclusive than accessing substantial knowledge online.



Our research [“Bridging Linguistic Chasms: A Deep Dive into the Global EdTech Language Diversity Rankings 2023”](#)

 Rask AI is at the forefront of creating advanced technologies and transforming them into practical tools that facilitate a new level of development and education. Our aim is to turn content into a beacon of enlightenment by making its production accessible to all and the learning process more efficient.

Should you have any questions or wish to engage with us regarding our educational initiatives or discuss this research further, please do not hesitate to reach out to us at info@rask.ai.

We are committed to providing a prompt response.