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UNDERSTANDING STUDENT AND FACULTY PERSPECTIVES ON ARTIFICIAL INTELLIGENCE IN HEALTH EDUCATION

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Introduction

- Artificial Intelligence (AI) has become increasingly prevalent in healthcare, but there is limited research on students' and faculty members' knowledge, usage, and attitudes towards AI in education.

- This study aimed to evaluate both students' and faculty members' knowledge of AI, their attitudes towards integrating AI into health professions education, and to identify their needs, concerns, and perceptions of potential risks related to incorporating AI into the curriculum.

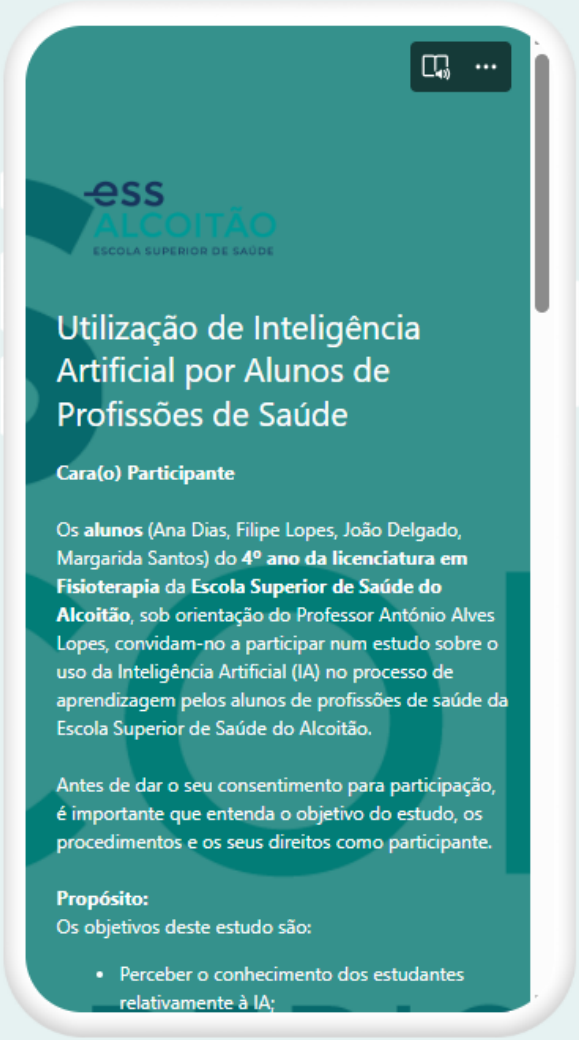
Methodology

- A descriptive study was conducted using an online survey sent to all the students and faculty members at the Alcoitão School of Health Sciences during the 2023-2024 academic year.

- This survey aimed to understand the level of knowledge among health students regarding AI, the patterns of AI usage among physiotherapy students, attitudes towards the integration of AI in learning, concerns and perceived risks associated with the integration of AI in learning, and perceived needs related to the integration of AI in learning.

- And also, to understand perceived knowledge of educators with AI, the usage patterns of AI in physiotherapy education, attitudes towards the integration of AI in education, concerns and perceived risks of the integration of AI in education, and perceived necessities regarding the integration of AI in education.

Methodology



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ESCOLA SUPERIOR DE SAÚDE

Utilização de Inteligência Artificial por Alunos de Profissões de Saúde

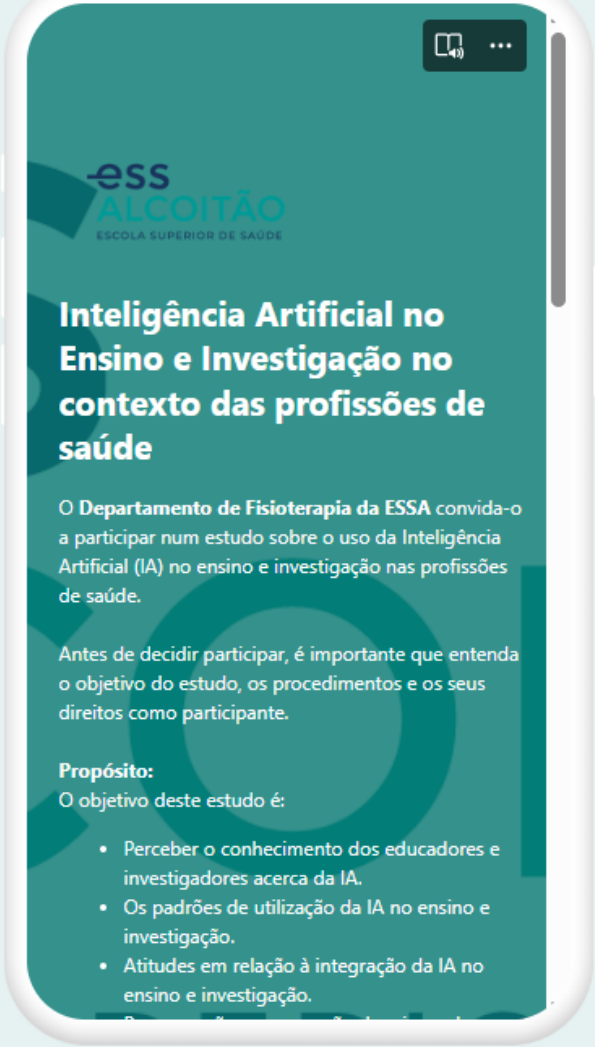
Cara(o) Participante

Os **alunos** (Ana Dias, Filipe Lopes, João Delgado, Margarida Santos) do **4º ano da licenciatura em Fisioterapia** da **Escola Superior de Saúde do Alcoitão**, sob orientação do Professor António Alves Lopes, convidam-no a participar num estudo sobre o uso da Inteligência Artificial (IA) no processo de aprendizagem pelos alunos de profissões de saúde da Escola Superior de Saúde do Alcoitão.

Antes de dar o seu consentimento para participação, é importante que entenda o objetivo do estudo, os procedimentos e os seus direitos como participante.

Propósito:
Os objetivos deste estudo são:

- Perceber o conhecimento dos estudantes relativamente à IA;



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Inteligência Artificial no Ensino e Investigação no contexto das profissões de saúde

O **Departamento de Fisioterapia da ESSA** convida-o a participar num estudo sobre o uso da Inteligência Artificial (IA) no ensino e investigação nas profissões de saúde.

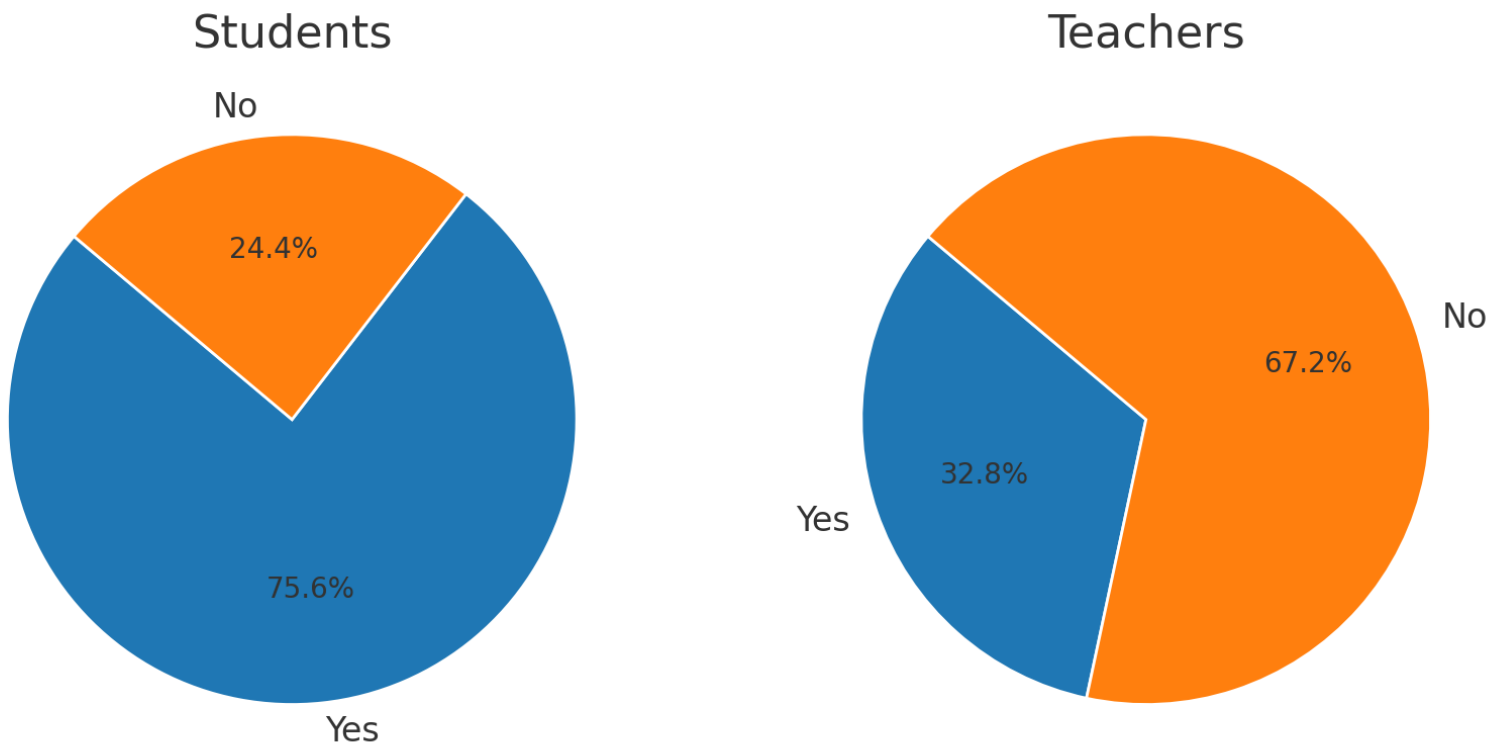
Antes de decidir participar, é importante que entenda o objetivo do estudo, os procedimentos e os seus direitos como participante.

Propósito:
O objetivo deste estudo é:

- Perceber o conhecimento dos educadores e investigadores acerca da IA.
- Os padrões de utilização da IA no ensino e investigação.
- Atitudes em relação à integração da IA no ensino e investigação.

Results

Did you use AI in the educational context?

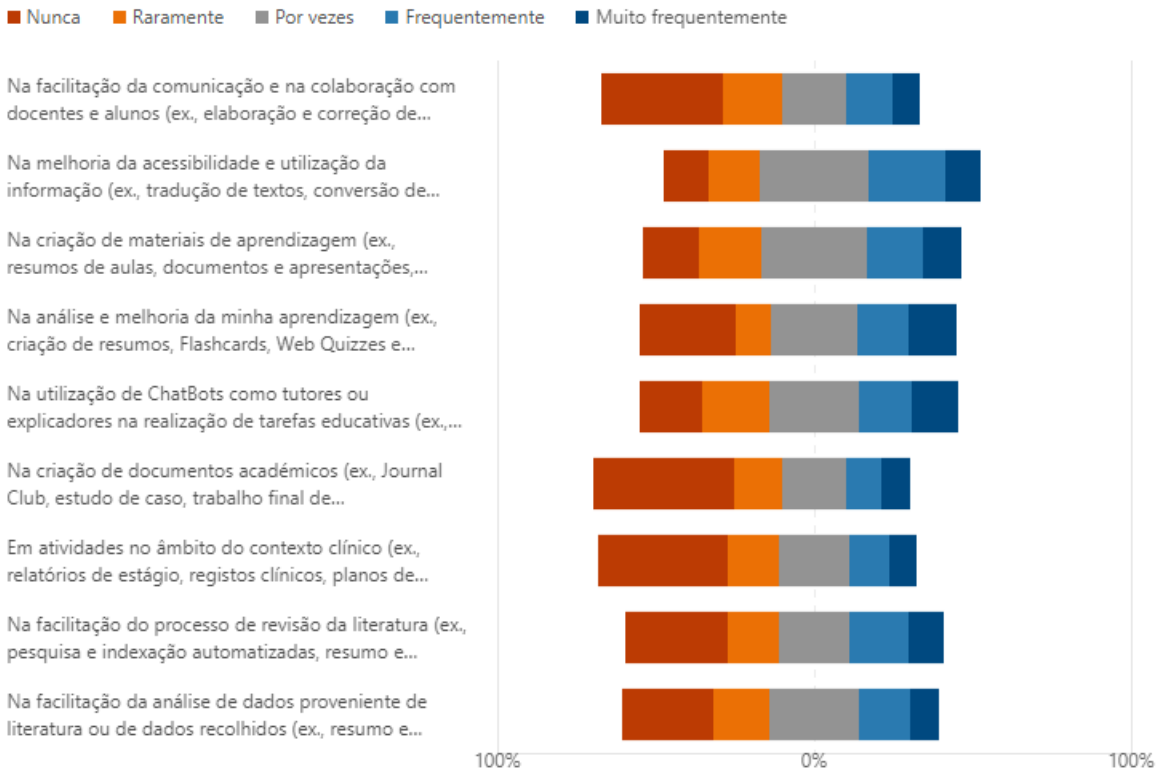


Students reported a higher rate of AI usage, with the majority selecting "Yes", indicating greater familiarity or engagement with AI tools in their learning experience. In contrast, teachers showed a lower rate of AI usage, with most responding "No", suggesting that AI has not yet been widely adopted in their teaching practice.

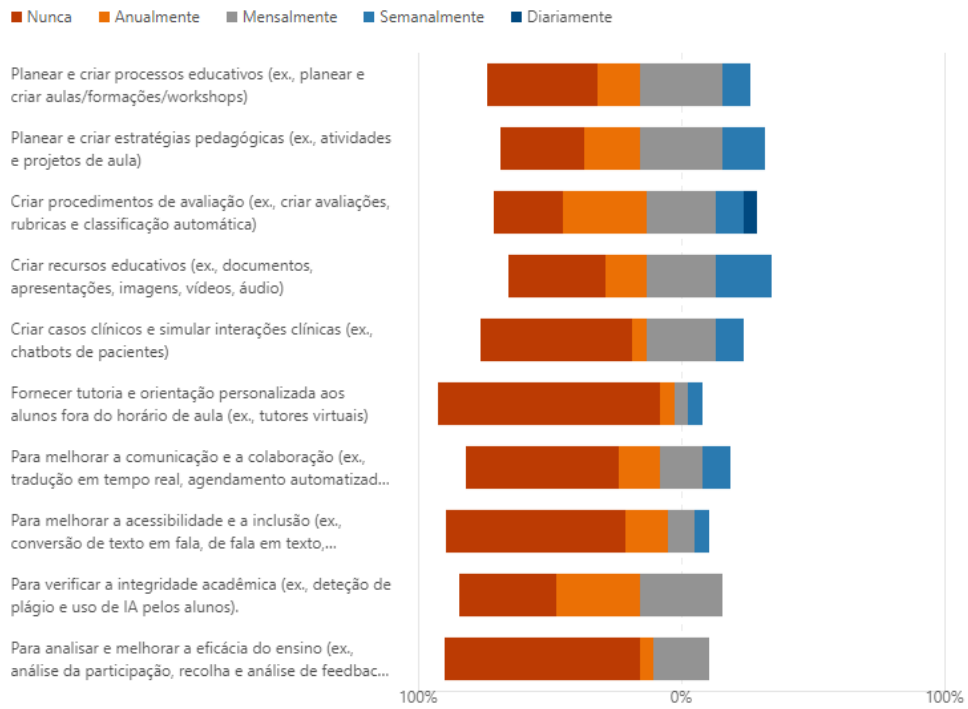
Results

How do you use AI in the educational context?

Students



Teachers

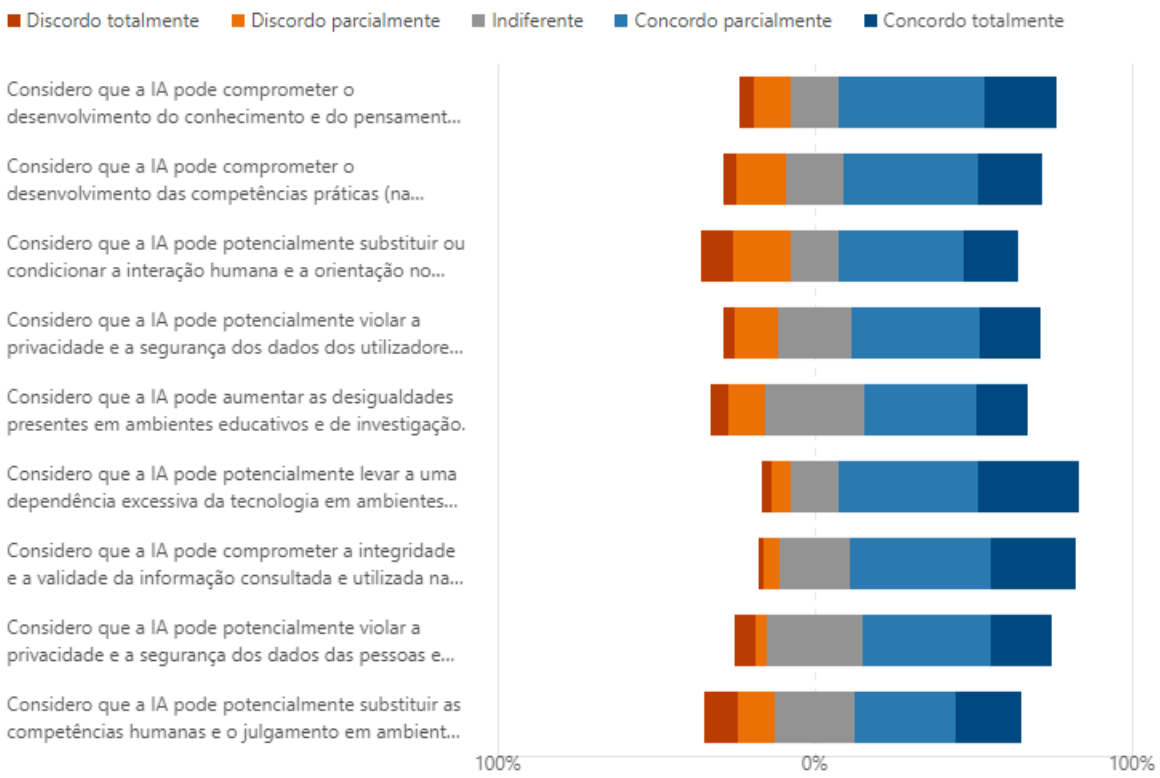


Students use AI more frequently for personal learning and study-related activities. Teachers adopt AI less frequently, often at annual or monthly intervals, and focus more on structural or administrative applications. AI adoption in educational contexts appears higher among students than teachers, suggesting a gap in AI integration into teaching methodologies.

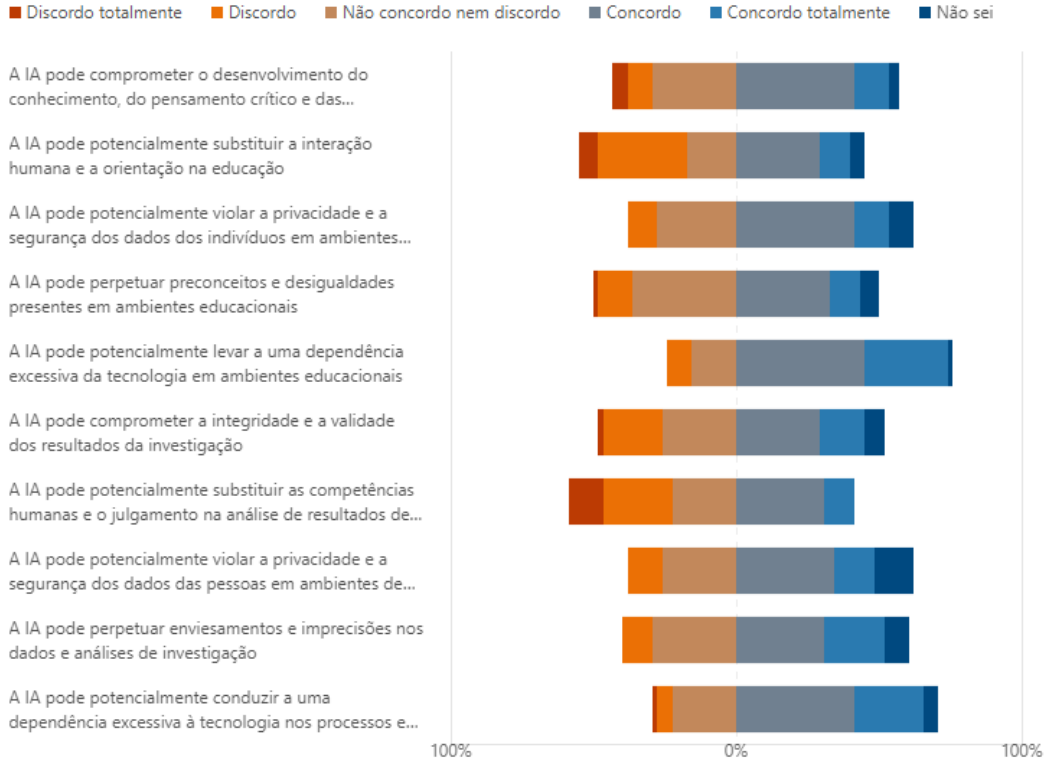
Results

Concerns and Perceived Risks of AI Use in Education

Students



Teachers

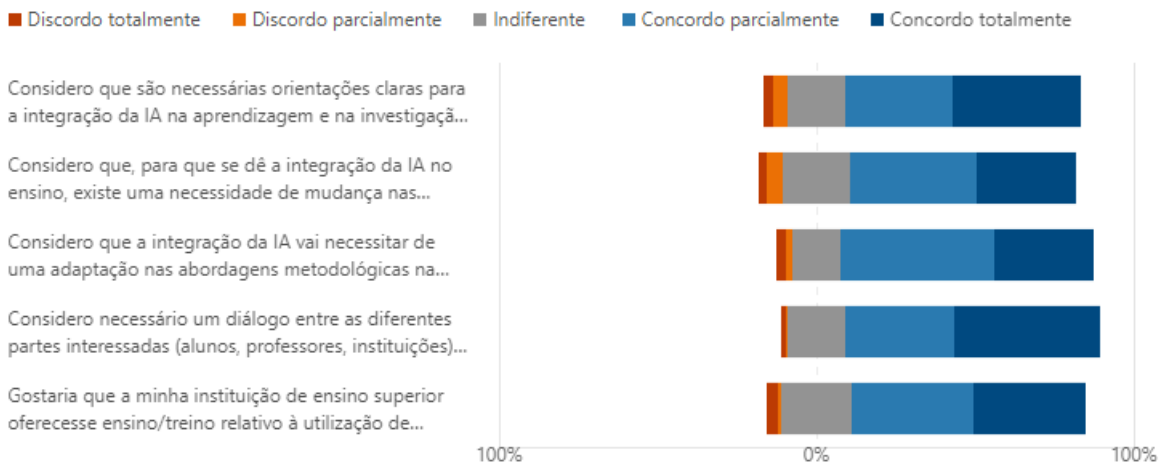


Students perceive AI risks more strongly than teachers, particularly regarding learning quality, privacy, and dependence on technology. Teachers display more uncertainty and neutral stances, possibly reflecting less exposure to AI applications or greater willingness to see both benefits and risks. Both groups share concerns about privacy and security, indicating the need for stronger AI policies and ethical guidelines in education.

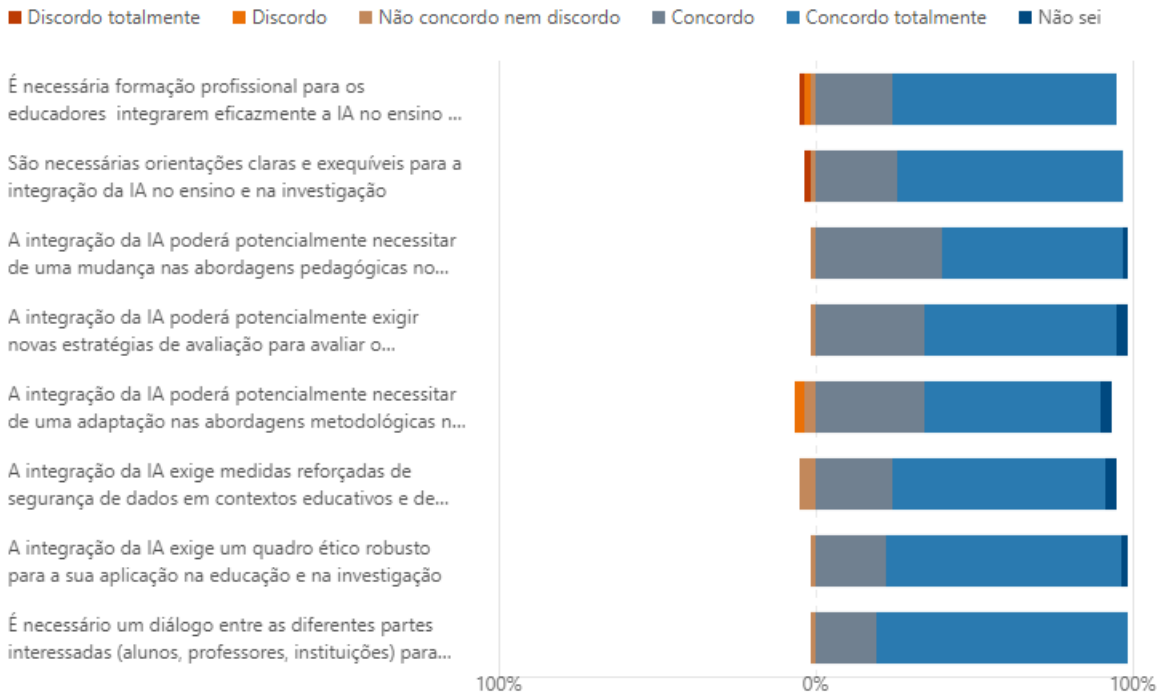
Results

Perceived Needs for AI Integration in Education

Students



Teachers



Both groups agree on the importance of structured AI integration, with students emphasizing the need for AI-related training and teachers stressing the necessity for ethical, security, and assessment adaptations. Teachers exhibit stronger concern for AI-related security and ethical frameworks, likely due to their role in academic integrity and data privacy. Students prioritize institutional support and training, indicating their readiness to embrace AI, provided there is structured guidance.

Conclusions

- The analysis of student and teacher responses highlights a growing presence of AI in education, with students leading adoption and teachers expressing caution. While AI is widely used for learning enhancement, accessibility, and study materials, its integration into teaching and assessment remains limited.

- Both groups recognize AI's benefits, yet concerns over privacy, data security, academic integrity, and ethical risks remain prevalent. Students are particularly wary of AI's impact on learning quality and technological dependence, whereas teachers focus on assessment reliability and ethical implications.

- There is a strong demand for clear institutional guidelines, professional training, and interdisciplinary dialogue to support AI's responsible and effective use. While students seek structured AI learning programs, teachers emphasize the need for professional development to adapt their pedagogical approaches.

- To bridge this gap, higher education institutions must take proactive steps by developing ethical AI policies, investing in training, and fostering collaboration between educators and students. This will ensure AI serves as a tool for enhancing learning, fostering innovation, and maintaining educational integrity rather than a source of risk or inequality.