PARENT PERSPECTIVES ON THE USE OF AI IN EDUCATION

NPC

SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents' involvement in children's education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children's learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children's education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council
Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.

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Introduction

The National Parents Council (NPC) thanks the Oireachtas Joint Committee on Artificial Intelligence for the opportunity to contribute to the discussion on “Introduction to AI: Children and Young People.”

In preparation for this meeting, the NPC conducted a national survey to gather parents’ views on the use of artificial intelligence in education. The survey explored awareness, expectations, and concerns around AI tools such as chatbots, personalised learning platforms, and automated grading systems. It also looked at broader issues including privacy, ethics, and the role of teachers in AI-supported classrooms.

The survey aimed to understand how parents see AI in schools, including what they know about it, what they expect, and any concerns they have.

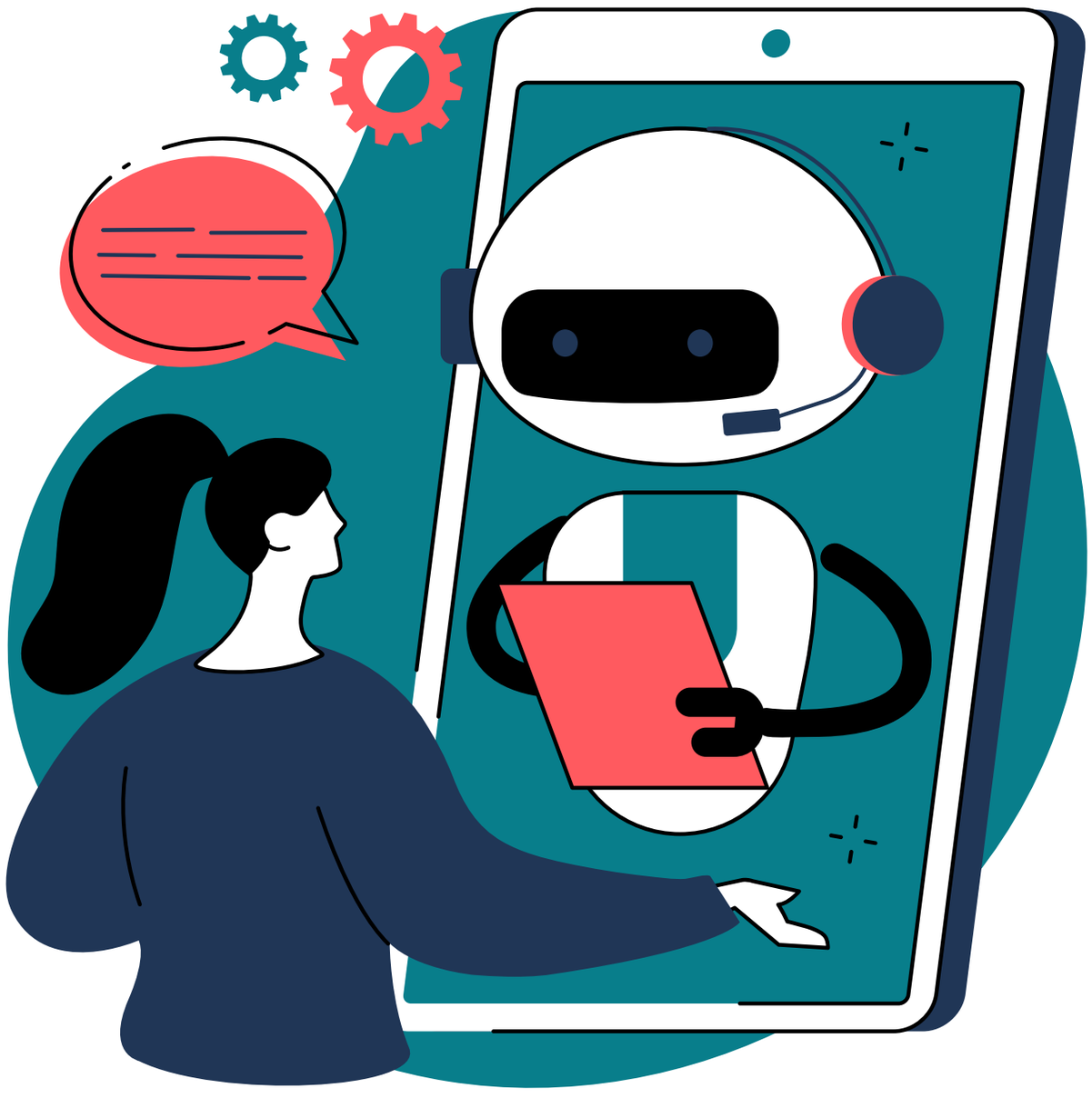
The findings presented here are based on the results of a survey conducted by the NPC during August - September 2025. The survey was sent to the NPC data base of parents of children in early years, primary, and post-primary, and special schools. The survey was open from 21st of August 2025 till the 8th of September 2025. During this time, a total of (911) parents completed the survey. The opinions of all parents who took part in the survey will be shared in this report.



Surveys

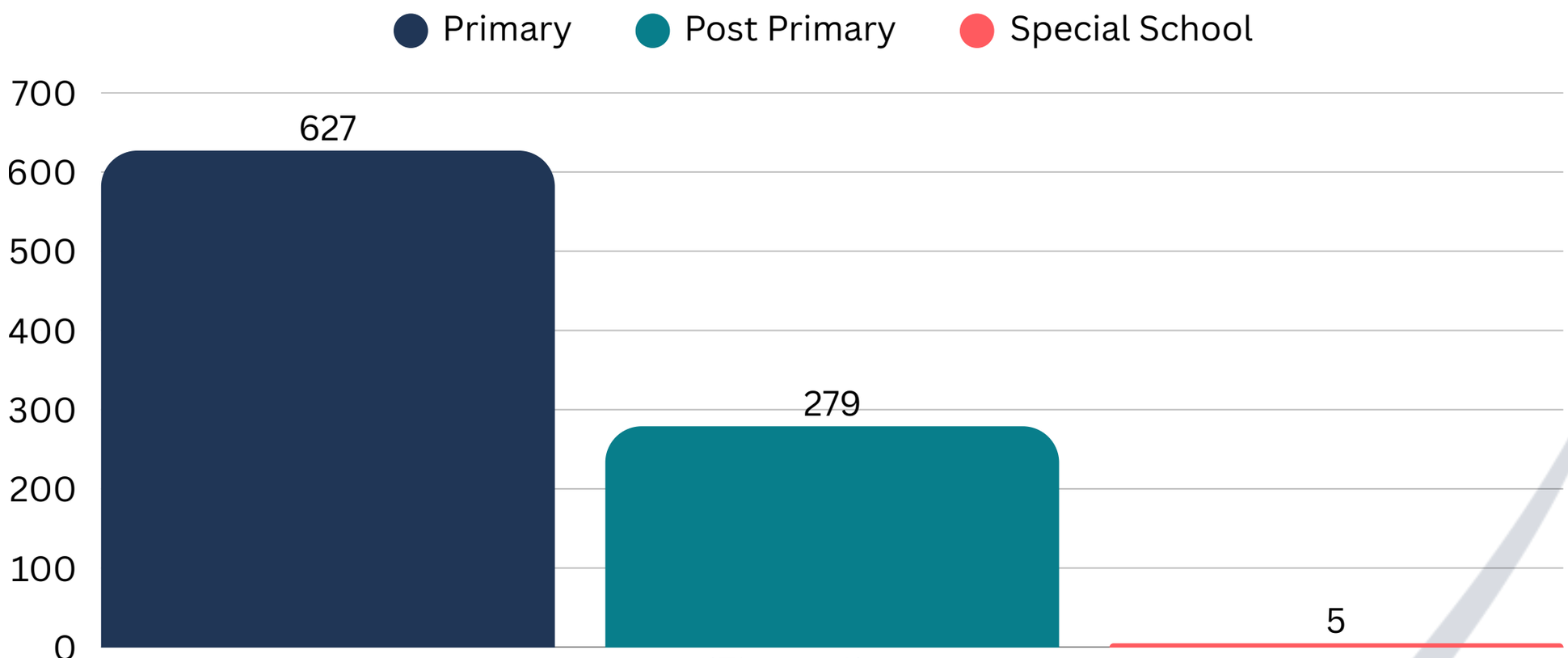
A survey titled “Use of AI in Education” was shared with parents to gather their views on the growing role of artificial intelligence in schools. The survey aimed to understand parents’ awareness, attitudes, and expectations surrounding the use of AI tools such as chatbots, personalised learning platforms, and automated grading systems. It also explored key issues including privacy, ethics, and the evolving role of teachers in AI-supported classrooms.

The survey included a combination of multiple-choice questions, rating scales, and open-ended questions, allowing parents to express their views and share specific concerns or suggestions. The main findings from the survey and parent perspectives, will be presented in this report.



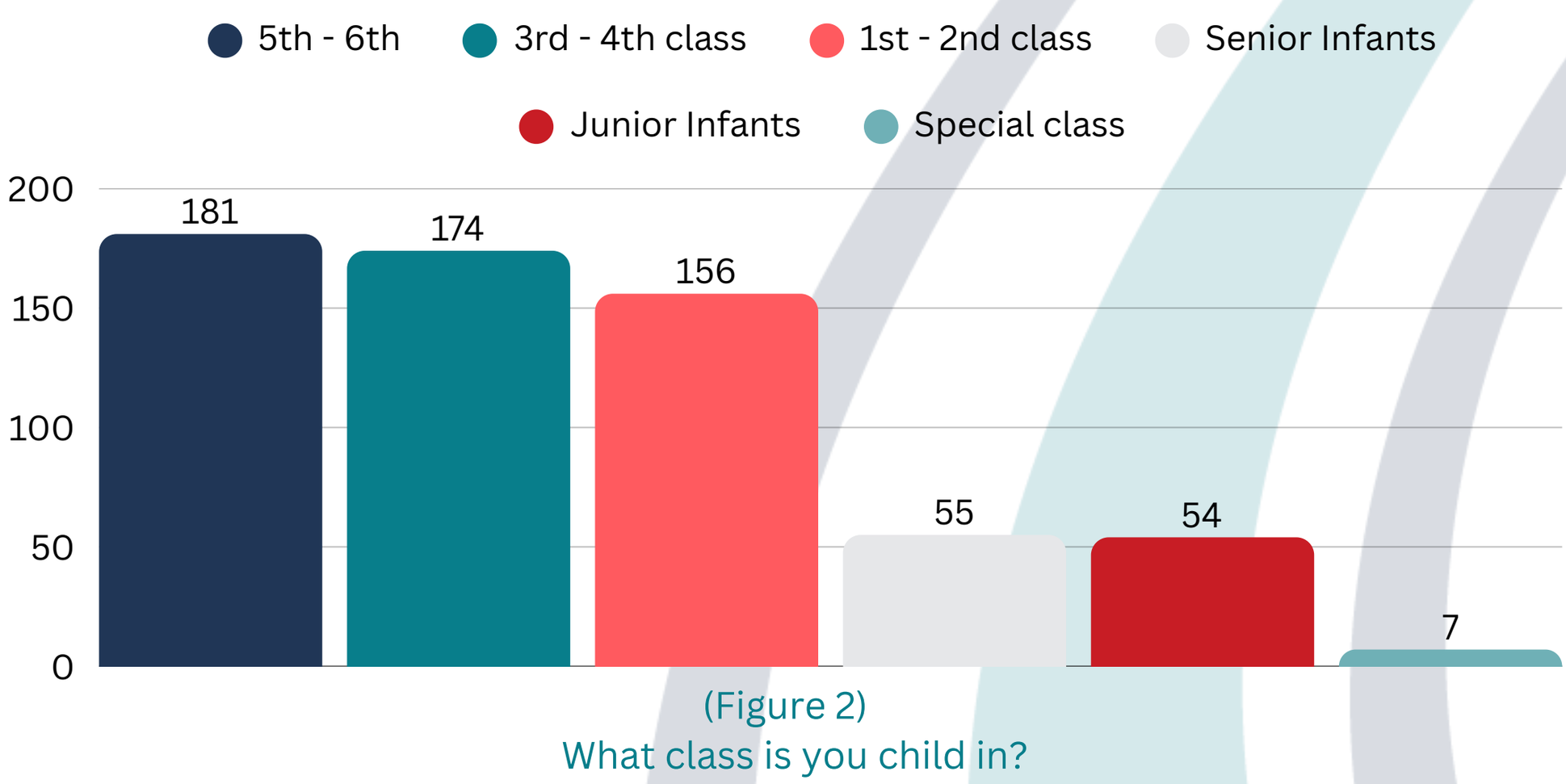
Survey Findings

When asked about the type of school their child attended, most parents reported that their child was in a primary school. A substantial minority said their child attended a post-primary school, while a very small number indicated their child was in a special school (see Figure 1).



(Figure 1)
Which type of school does your child attend?

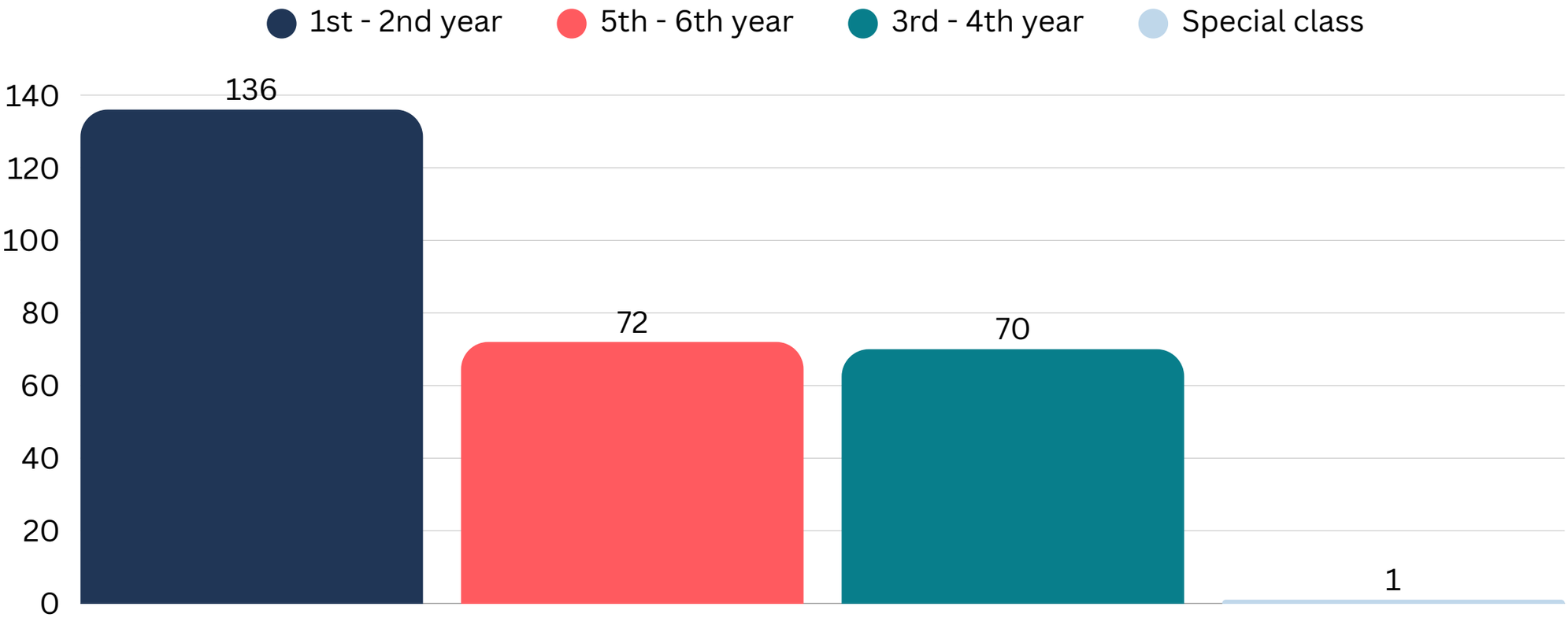
When asked which class their child was currently in (primary), parents gave a wide range of responses. The largest group of children were reported to be in 5th–6th class, followed closely by those in 3rd–4th class and 1st–2nd class. Smaller numbers of children were in Senior Infants, Junior Infants, and Special classes (see Figure 2).



(Figure 2)
What class is you child in?

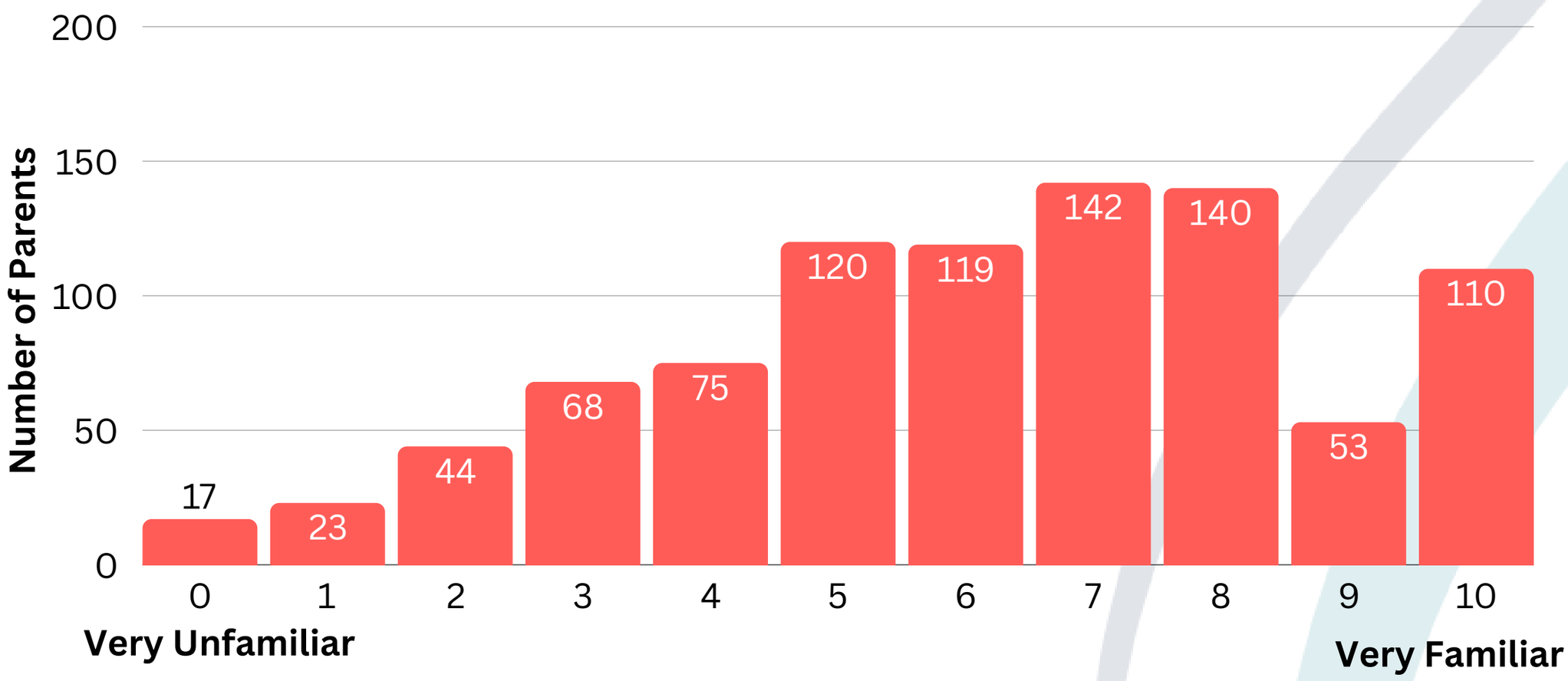


Parents of post-primary students were asked what school year their child was in. Most responses were for the younger years, with the largest group in 1st–2nd year. This was followed by students in 5th–6th year and 3rd–4th year. Only one parent said their child was in a special class (see Figure 3).



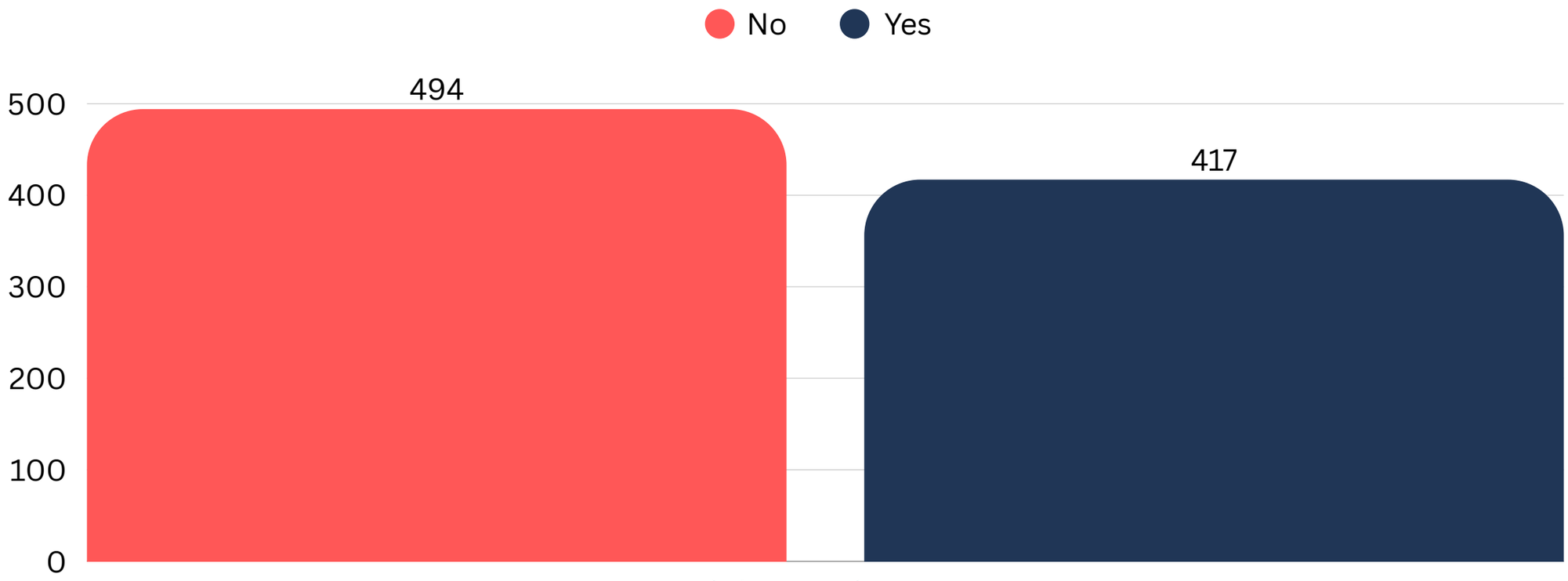
(Figure 3)
What year is your child in?

Parents were asked how familiar they are with AI. Most responses were between 7 and 10, showing a high level of familiarity. A good number of parents gave moderate scores between 4 and 6, while fewer rated their familiarity between 0 and 3 (see Figure 4).



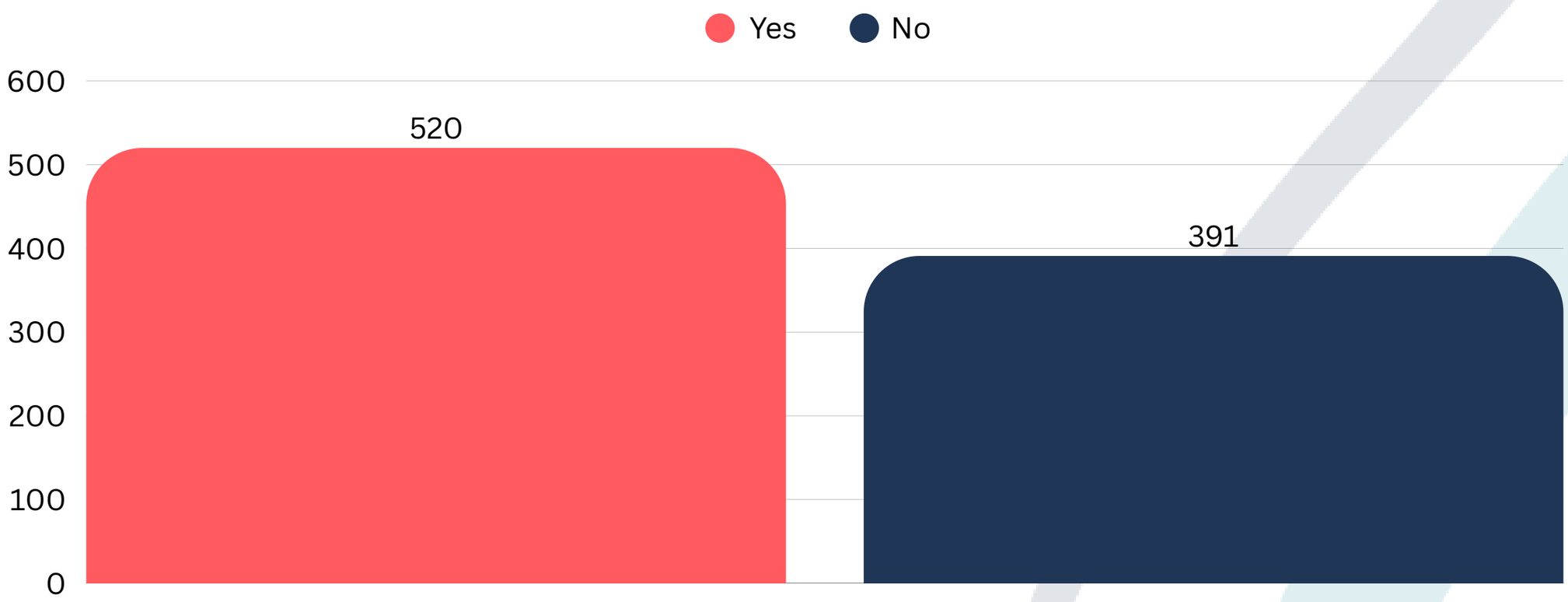
(Figure 4)
How familiar are you with artificial intelligence (AI)?

Parents were asked whether they had talked to their child about artificial intelligence (AI). Slightly more parents said they had not, while just under half said they had (see Figure 5).

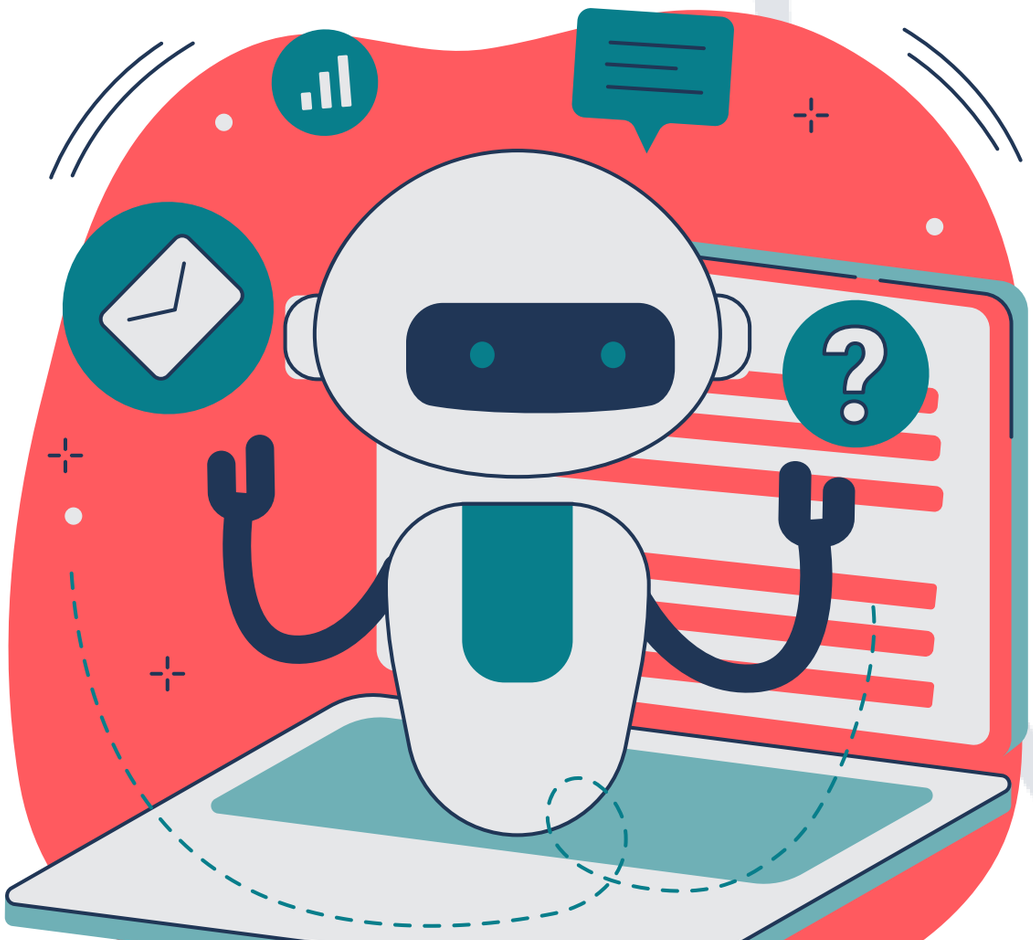


(Figure 5)
Have you talked to your child about AI?

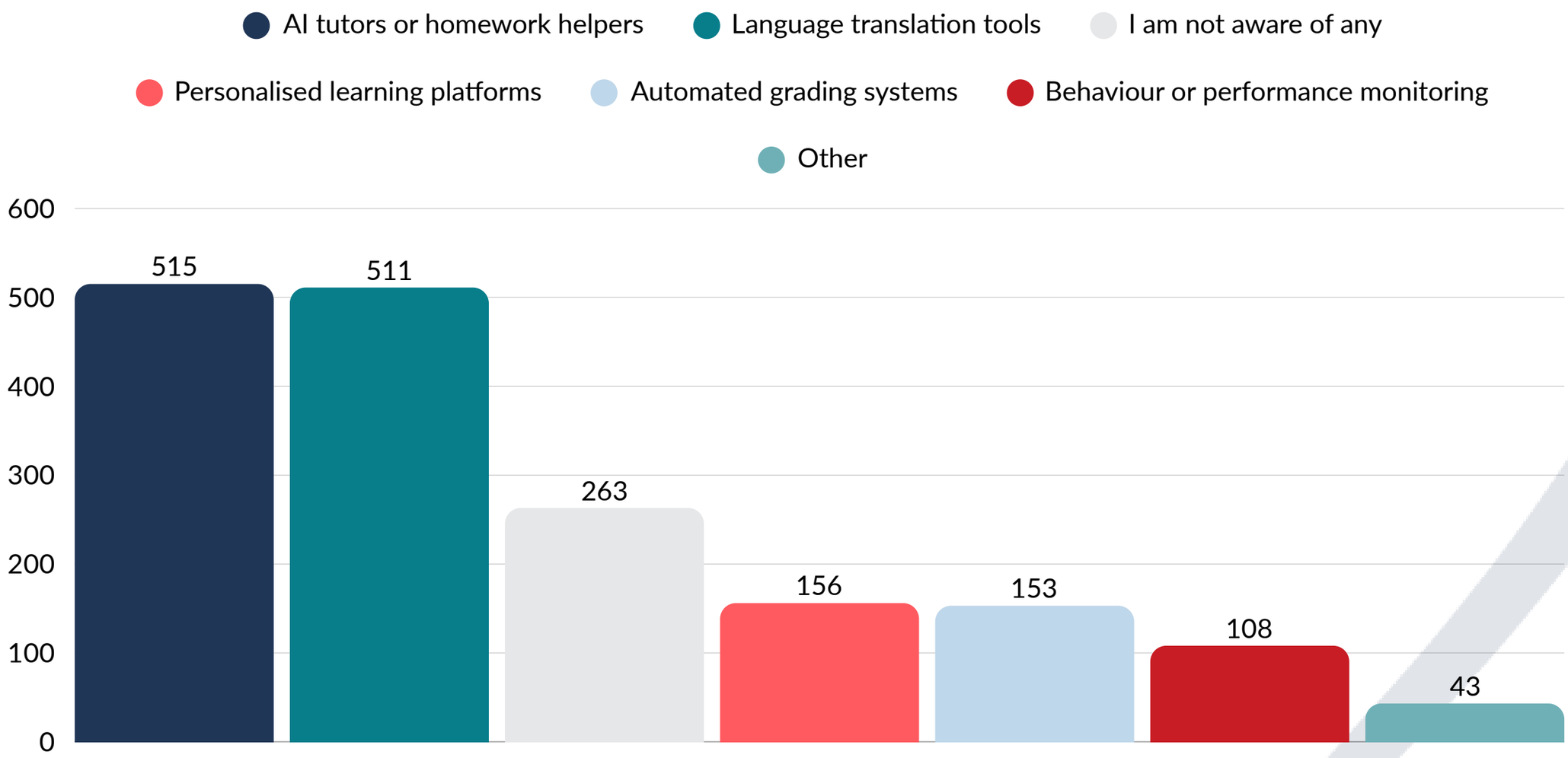
When parents were asked whether they had heard of AI being used in education, most parents said they had. However, a significant number said they had not (see Figure 6).



(Figure 6)
Have you heard about AI being used in education?



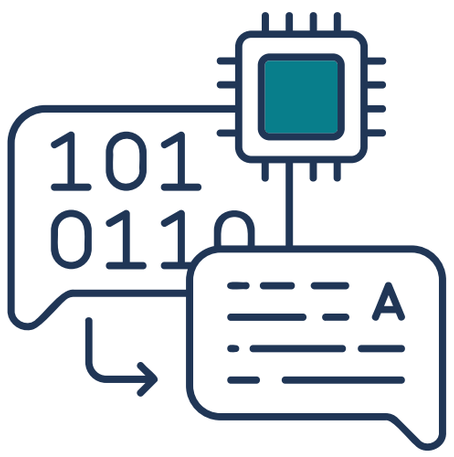
Parents were asked which types of artificial intelligence AI use in education they were aware of. The most common responses were “AI tutors or homework helpers” and “Language translation tools.” A significant number of parents said they were not aware of any AI use in education. This was followed by awareness of “Personalised learning platforms,” “Automated grading systems,” and “Behaviour and performance monitoring.” A small number of parents selected “Other” to describe additional types of AI use (see Figure 7).



(Figure 7)
Which of the following uses of AI in education are you aware of?

Although this question did not particularly ask about parents’ views on the use of artificial intelligence in education, parents took this opportunity to share those with us here. Some were very positive, while others were concerned. Many said AI is already part of their children’s learning, through things like homework apps, revision tools, or classroom resources used by teachers. ChatGPT, Duolingo, MagicSchool, and Twinkl AI were mentioned as common examples. Some parents felt these tools were especially helpful for children with additional educational needs. For example, modern text-to-speech software was seen as a big improvement for children with dyslexia, compared with older devices still in use. Others compared AI to everyday tools like calculators or spellcheckers, saying it could improve learning if used carefully.

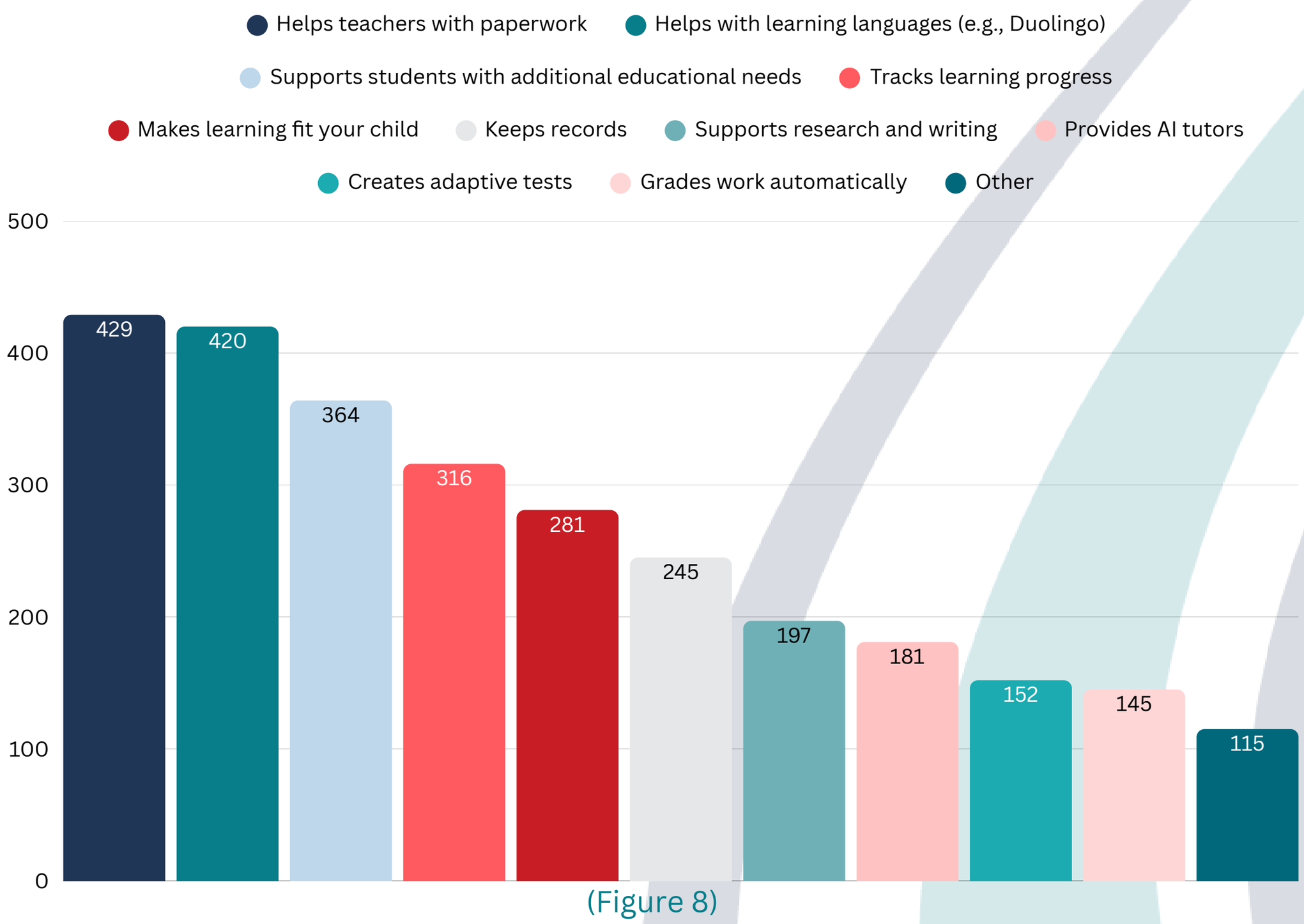
Many parents, however, were concerned about children using AI too much. They worried that students might let AI do their work for them, which could stop them from developing problem-solving and critical thinking skills. Ethical concerns also came up, such as the possible use of facial recognition or emotion-tracking technology, which parents linked to privacy concerns and EU regulations. Some parents were frustrated that the Department of Education had not given clear guidance on how AI should be used, especially as changes to exams and the curriculum are coming.



Parents also differed in how much they knew about AI. A few had strong knowledge, sometimes working in AI themselves or helping to train teachers, while others admitted they knew very little and wanted more information. Some parents said schools should still focus mainly on traditional teaching, with more hands-on learning, in-class exams, and strong attention to core subjects.

*This is a summary of the parents' voices; please refer to the appendix for full answers

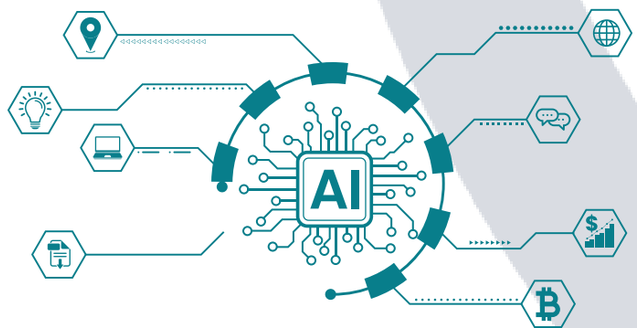
Parents were asked which types of artificial intelligence use in education they were aware of. The most common responses were “Helps teachers with paperwork” and “Helps with learning languages (e.g., Duolingo).” This was followed by “Supports students with additional educational needs,” “Tracks learning progress,” and “Makes learning fit your child.” Other frequently selected options included “Keeps records,” “Supports research and writing,” “Provides AI tutors,” “Creates adaptive tests,” and “Grades work automatically.” A small number of parents selected “Other” to describe additional types of AI use (see Figure 8).



(Figure 8)

What do you think are the main benefits of using AI in your child’s education?

Parents who selected “Other” when asked about the benefits of artificial intelligence in education shared a wide range of views. Most parents said it is not beneficial, especially when it came to primary schools. Many felt AI was harmful, unreliable, or simply not right for children. Common worries included children becoming lazy, spending too much time on screens, losing out on face-to-face interaction, and not developing creativity or independent thinking.



Parents also questioned whether AI gives accurate information, pointed out the lack of clear rules around its use, and even raised concerns about the environmental cost of running AI systems. Some did not trust AI to understand children's learning needs or to grade fairly, especially when work was subjective, and feared it could harm children's wellbeing and development.

Some parents were undecided or said they did not know enough about AI to have a strong opinion. Others felt it was being brought into schools too quickly, without enough oversight or thought about long-term risks. They worried that children might misuse AI to finish assignments without actually learning, which could lower educational standards. A few also questioned whether schools were adopting AI mainly to save money or make things easier, rather than to improve learning.

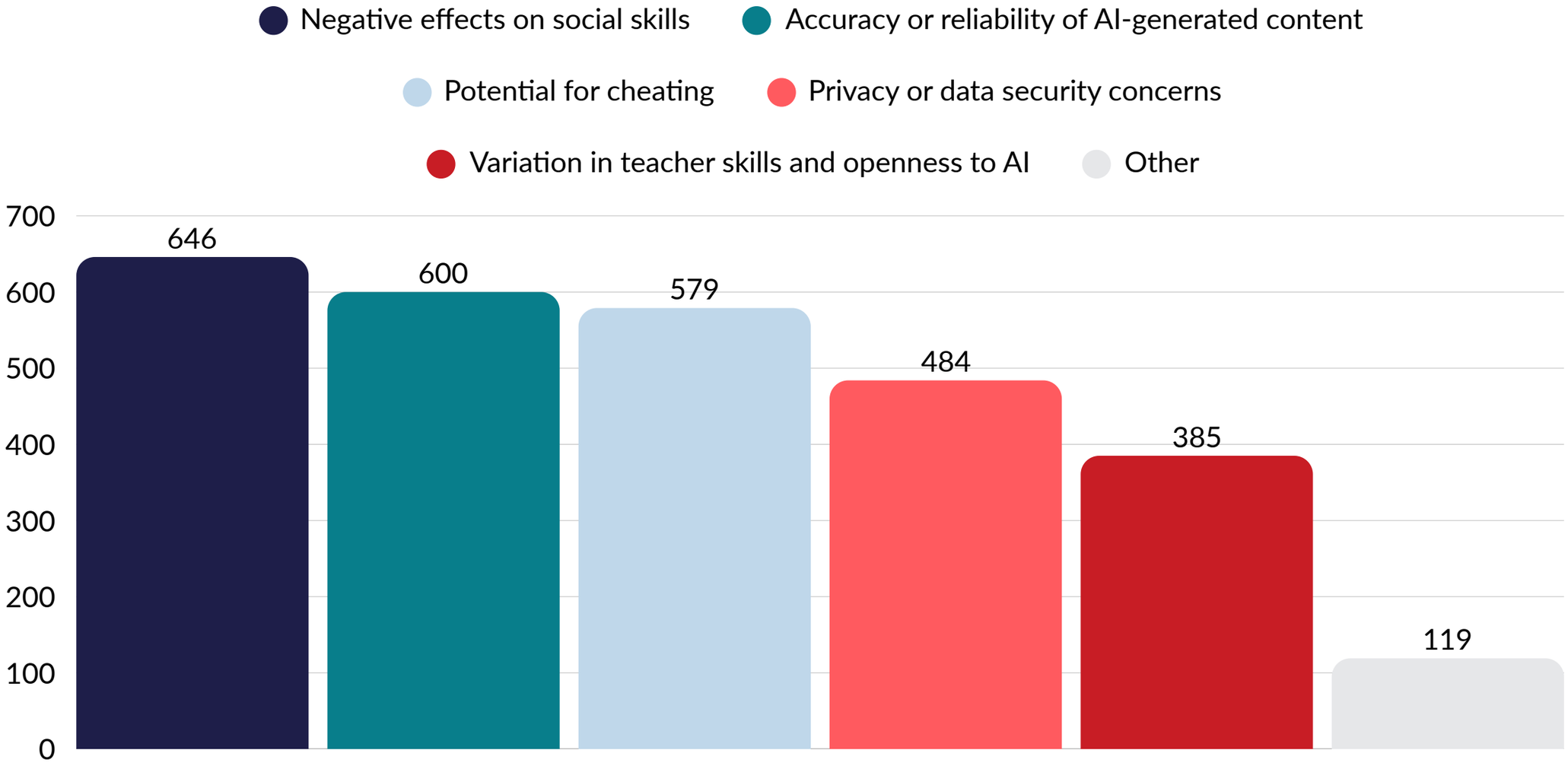
On the other hand, a smaller number of parents did see possible benefits. They pointed to AI's value in supporting children with additional educational needs, such as dyslexia, autism, or vision problems. Others suggested AI could help with admin tasks, like paperwork, freeing up teachers' time. Some mentioned tools like Grammarly or Google Translate as useful for writing and language learning. AI was also seen as potentially helpful for children who miss school due to illness, though these views were less common.

Parents with knowledge or experience in AI or teaching tended to give more nuanced opinions. They said children should be taught how to use AI responsibly, including checking its accuracy and recognising its limits. Many agreed that AI should only support learning—not replace teachers or human interaction. They also called for clear rules and ethical standards to guide how AI is used in schools. Overall, while a small group saw some benefits, most parents were cautious, worried, or firmly against AI being used in their children's education.

*This is a summary of the parents' voices; please refer to the appendix for full answers



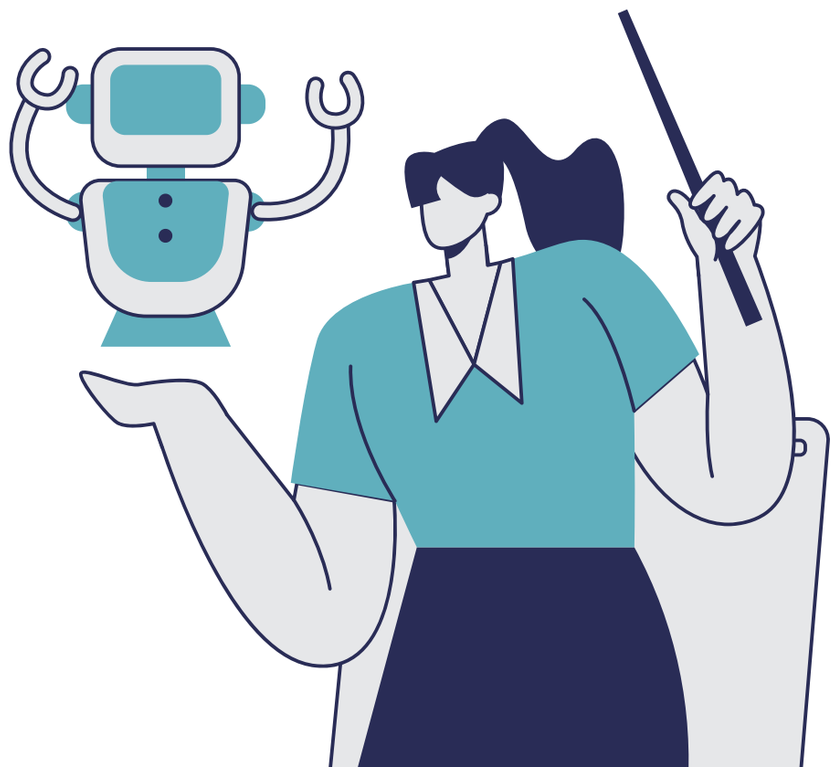
When parents were asked about their concerns regarding the use of artificial intelligence in education, responses varied. The most common concerns were “Negative effects on social skills,” “Accuracy or reliability of AI-generated content,” and “Potential for cheating.” Many parents also expressed concerns about “Privacy or data security” and “Variation in teacher skills and openness to AI.” A smaller number of parents selected “Other” to describe additional concerns (see Figure 9).



(Figure 9)
What concerns do you have about AI being used in education?

Parents who chose “Other” when asked about AI in education shared many concerns. A lot of them worried that AI could affect children’s thinking and development. They felt that relying too much on AI might make children lazy, reduce their ability to think for themselves, and limit creativity and problem-solving. Some parents said it could stop children from learning through effort and persistence, which are important for personal growth and school success.

Many parents also worried that AI could reduce human interaction and lower teaching quality. They stressed that relationships between teachers and students are crucial, and that learning works best with real people who understand children’s emotional and social needs. AI, they said, could make classrooms less personal, reduce support for individual students, and limit opportunities for children to develop social skills—especially in younger age groups.

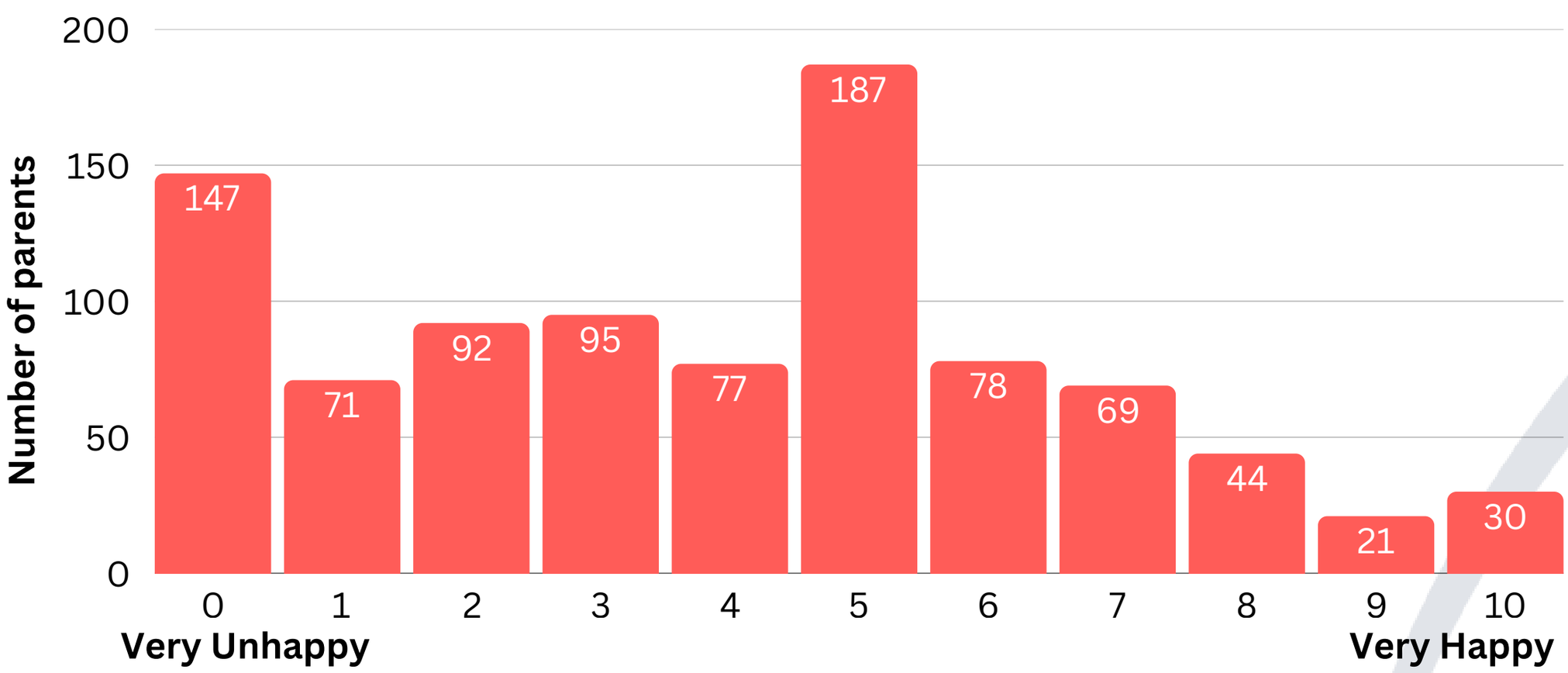


Accuracy and reliability were other big concerns. Parents pointed out that AI can give wrong, misleading, or biased information, and children might not know how to spot mistakes. Some mentioned the risk of “made-up” AI content and questioned whether AI could fairly support learning or grade students’ work. Privacy was also raised, with parents asking how children’s data is collected, stored, and used, and calling for clear rules and safeguards to protect sensitive information.

A few parents mentioned environmental concerns, noting the energy use and carbon footprint of AI systems. Others were uneasy about how quickly AI is being introduced in schools, saying it might be rolled out without enough oversight, rules, or understanding of long-term effects. Some questioned whether AI is being promoted for the benefit of students or for convenience, and called for more public discussion and ethical guidance.

*This is a summary of the parents' voices; please refer to the appendix for full answers

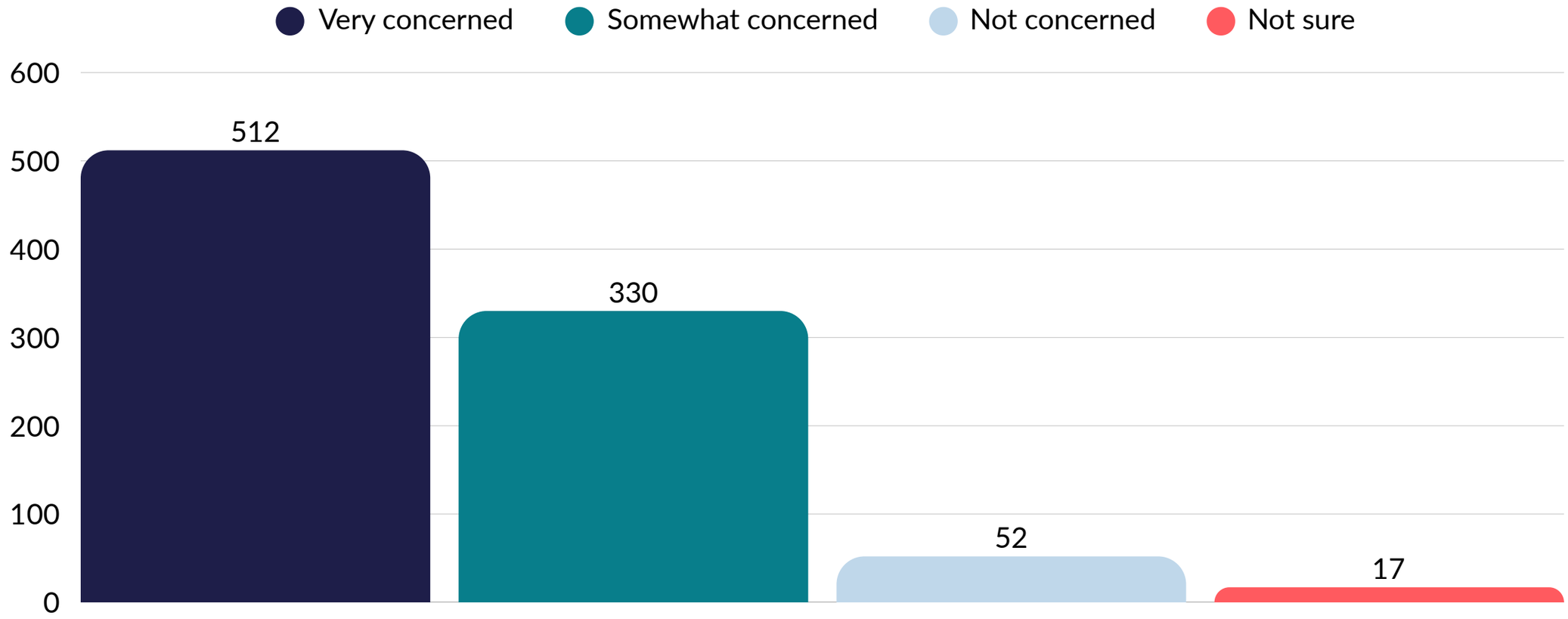
Parents were asked how happy they were with their child using AI tools, such as chatbots or adaptive learning software. Most parents gave low scores, showing they were unhappy. A good number gave middle scores, suggesting they were unsure or neutral. Fewer parents gave high scores, showing they were happy (see Figure 10).



(Figure 10)
How happy are you with your child using AI tools (like chatbots or adaptive learning software)?

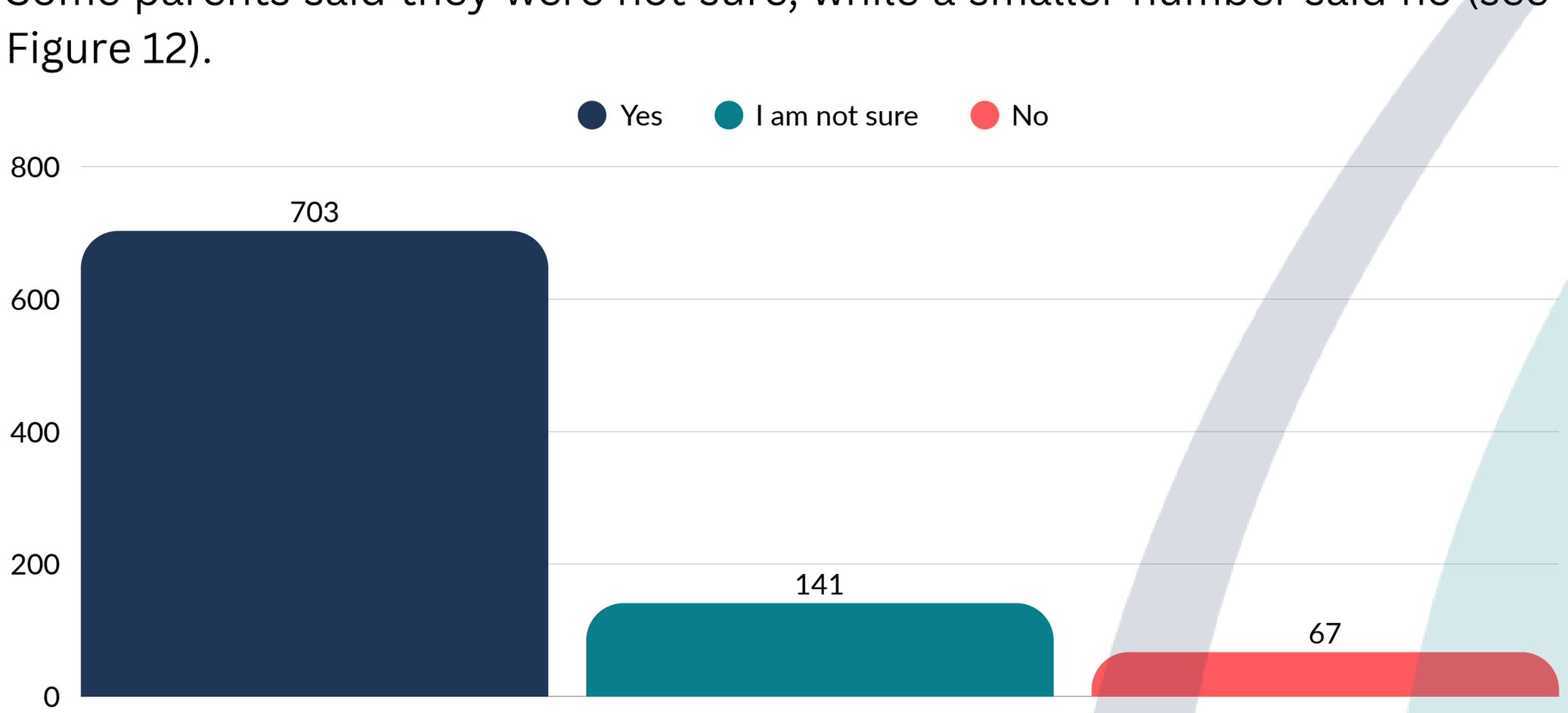


Parents were asked how concerned they are about their child's personal data being used or collected by AI tools. Most parents said they were very concerned, followed by those who were somewhat concerned. A small number of parents said they were not concerned, and even fewer said they were not sure (see Figure 11).



(Figure 11)
How concerned are you about your child's personal data being used or collected by AI tools?

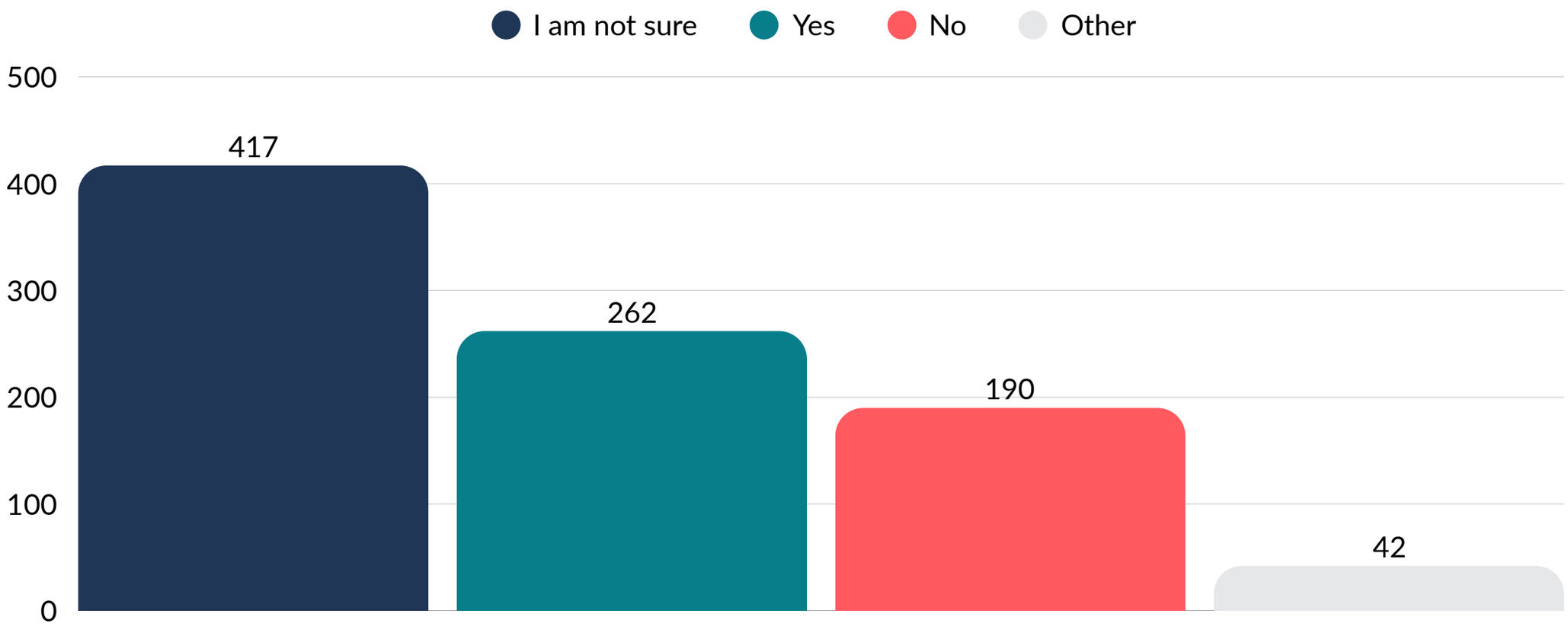
Parents were asked whether children should be taught how artificial intelligence works and how to use it responsibly. A large majority said yes. Some parents said they were not sure, while a smaller number said no (see Figure 12).



(Figure 12)
Should children be taught how AI works and how to use it responsibly?



Parents were asked whether they thought artificial intelligence could improve their child's learning outcomes. The most common response was "I am not sure." However, a significant number told us they believed that AI could improve their children's learning with a lesser number saying it would not. A few parents selected "Other" to describe different views (see Figure 13).



(Figure 13)
Do you believe that AI can improve your child's learning outcomes?

Parents who chose "Other" when asked if AI can improve their child's learning had a wide range of opinions. Many said AI could be helpful if used in moderation and with supervision. Some highlighted benefits for children with additional needs, like dyslexia or neurodivergence, noting that tools such as speech-to-text or personalised learning apps can make learning more accessible. Others liked that AI can adapt lessons to a child's interests or learning style, helping them explore topics they are curious about.

However, many parents also had concerns. They worried that relying too much on AI could reduce critical thinking, creativity, and problem-solving skills. Some feared children might become passive learners, letting AI do the work instead of engaging with the material. Parents were especially cautious about introducing AI to younger children, saying it should only be used once students are old enough to understand it properly. Many also questioned whether AI could ever match the insight and emotional understanding of a human teacher.

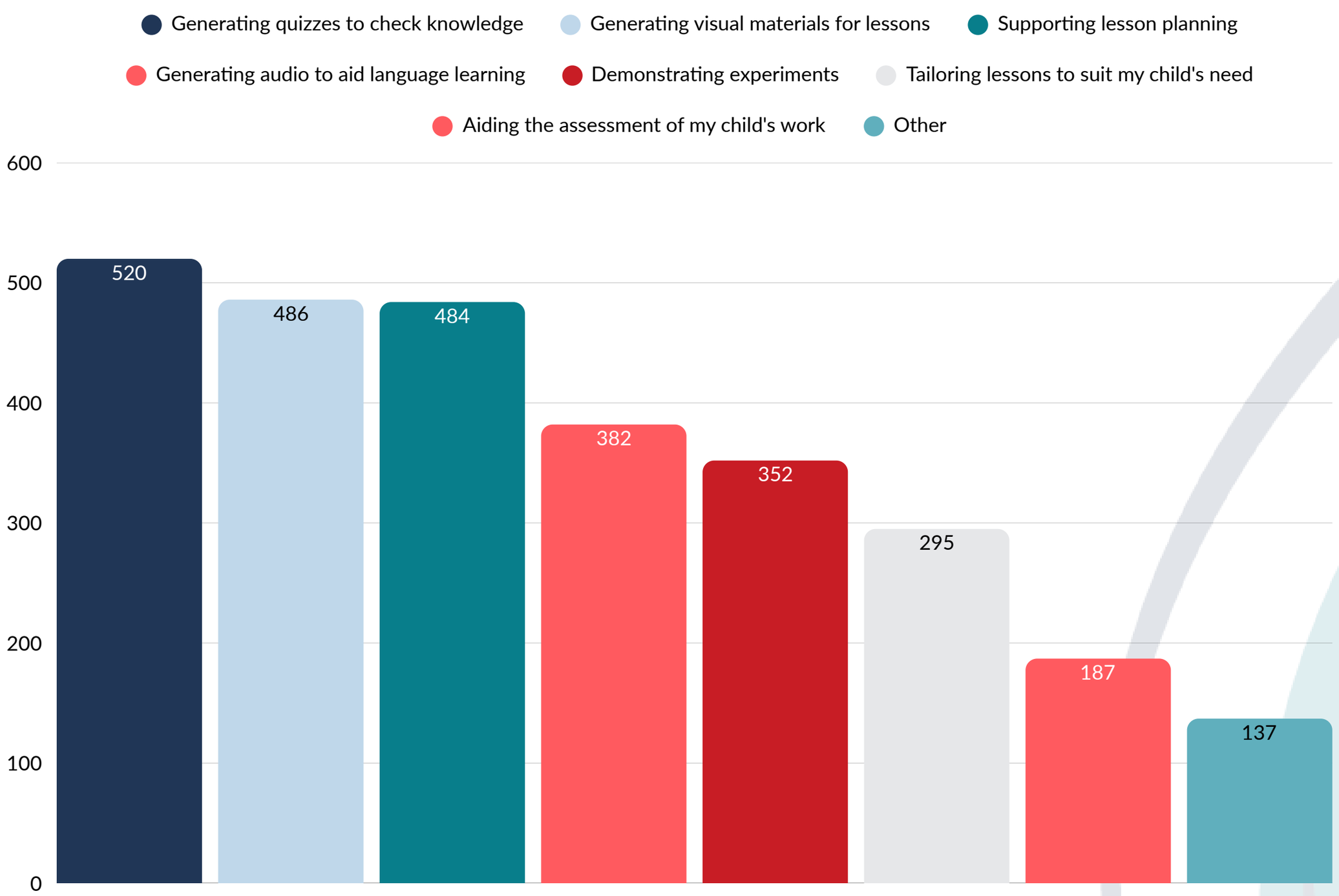
Privacy and data safety were big concerns too. Parents worried about how children's information is collected, stored, and used, especially by large tech companies. They wanted stronger rules, clear guidelines, and ethical oversight to make sure AI is safe and reliable. Some also pointed out that AI can give wrong or misleading information, which is a bigger problem for children who may not know how to check accuracy.



Despite these concerns, many parents recognised that AI is becoming an important part of modern life. They said it is better to teach children how to use AI responsibly rather than avoid it completely. Parents suggested clear rules, teacher training, and curriculum updates to make sure AI supports learning in a safe and meaningful way. Overall, they agreed that AI can be useful, but only if it is introduced carefully, with safeguards in place, and while keeping human connection, creativity, and ethical learning at the centre.

*This is a summary of the parents voices; please refer to the appendix for full answers.

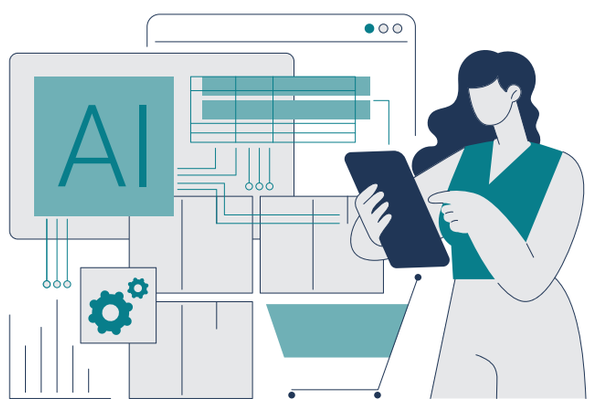
Parents were asked what roles artificial intelligence should play in the classroom. The most common response was “Generating quizzes to check knowledge.” This was closely followed by “Generating visual materials for lessons” and “Supporting lesson planning.” Many parents also selected “Generating audio to aid language learning,” “Demonstrating experiments,” and “Tailoring lessons to suit my child’s need.” The least commonly selected role was “Aiding the assessment of my child’s work.” A small number of parents chose “Other” to describe additional ideas (see Figure 14).



(Figure 14)

Which of the following should AI be used for in the classroom?

Many parents who chose “Other” in the survey expressed serious worries about using AI in schools. A common view was that AI is not yet reliable enough to be trusted with children’s learning. Some parents feared that using AI in classrooms could make children too dependent on technology, reduce their ability to think for themselves, or even replace teachers. They felt that children learn best through human interaction and guidance, not automated systems.



Parents strongly preferred teaching led by humans. They highlighted that teachers have training, experience, and emotional skills that AI cannot replicate. Education, they said, should be built on relationships, personal engagement, and real-world experiences.

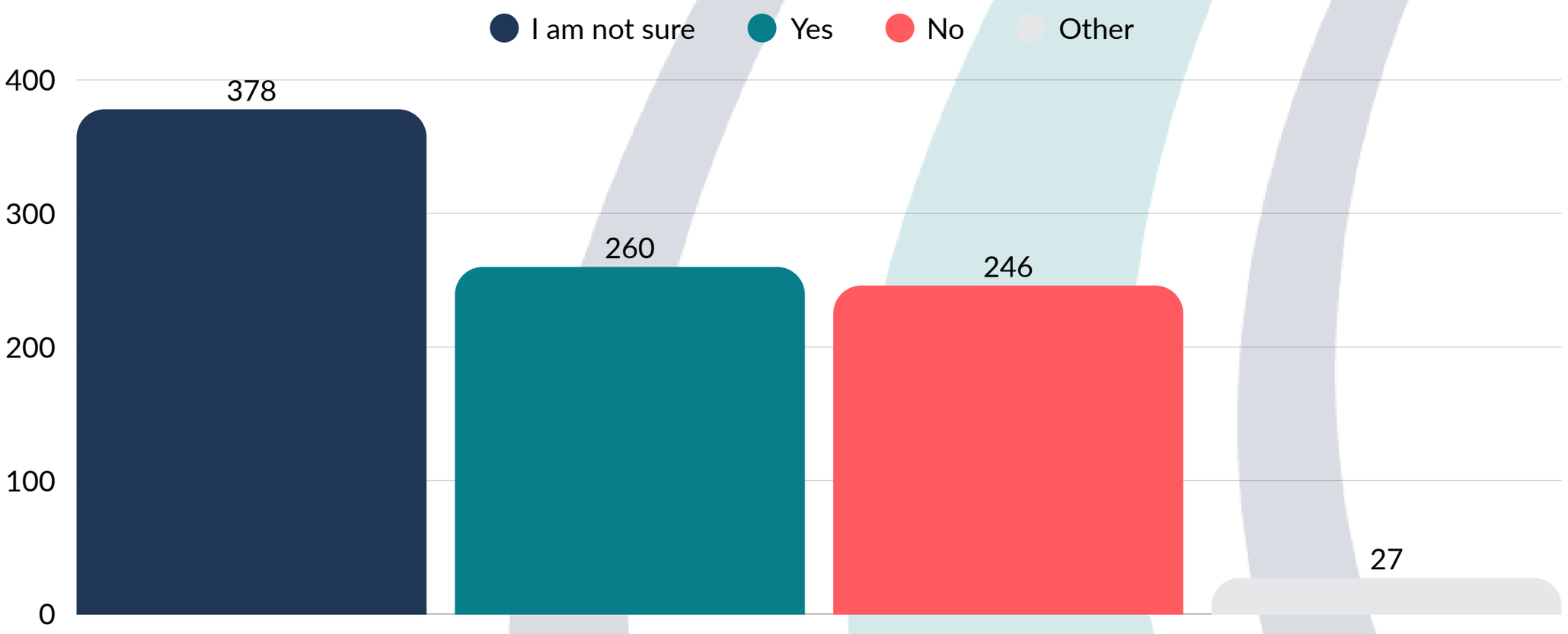
Some parents did see limited ways AI could help, such as assisting teachers with tasks like planning lessons, marking work, or tracking student progress. This could free up teachers to spend more time teaching. However, parents insisted that AI should always be supervised by teachers and should never make decisions about children's learning or grades.

Privacy and ethics were major concerns. Many parents were uneasy about their children's data being shared with AI systems. They worried about consent, profiling, and the risk of AI spreading biased or misleading information. Some also pointed out that AI often uses content created by others without permission.

A few parents thought it would be useful to teach children about AI itself—how it works, its limits, and how to use it responsibly. They saw this as preparing children for a future where AI will be more common. But even these parents stressed that AI should not become a regular part of classroom learning or decision-making, and that its use should be carefully controlled to avoid harm.

*This is a summary of the parents voices; please refer to the appendix for full answers.

Parents were asked whether AI should be used to help personalise their child's education based on their strengths and weaknesses. The most common response was "I am not sure." The remaining responses were fairly evenly split between "Yes" and "No." A small number of parents selected "Other" (see Figure 15).



(Figure 15)
Should AI be used to help personalise your child's education based on their strengths and weaknesses?

Parents who chose “Other” in the survey shared many thoughtful and often critical views about AI in schools. Many felt the question assumed AI should be used, instead of asking whether it should be used at all. A common concern was that AI should not be involved in teaching or learning. Some parents said it shouldn’t be used in any way, while others were frustrated that the survey didn’t offer a clear “no AI” option. Many felt that AI is being pushed into schools too quickly, without enough thought about how it could affect children in the long term.

Accuracy and reliability were major worries. Parents shared experiences of AI giving wrong information and questioned whether it could be trusted to help or assess children’s learning. Some said AI is still underdeveloped and could harm children’s skills, like reading, writing, and critical thinking. Others worried that relying on AI could make children passive learners, using machines instead of actively exploring and learning from real experiences.

Privacy and ethics were also frequent concerns. Parents were worried about their children’s data being shared with AI systems, and some said they would never consent to this. Many criticised AI content that uses images or audio from artists without permission. There were worries about AI profiling children, making decisions without human oversight, spreading bias or misinformation, and even harming the environment.

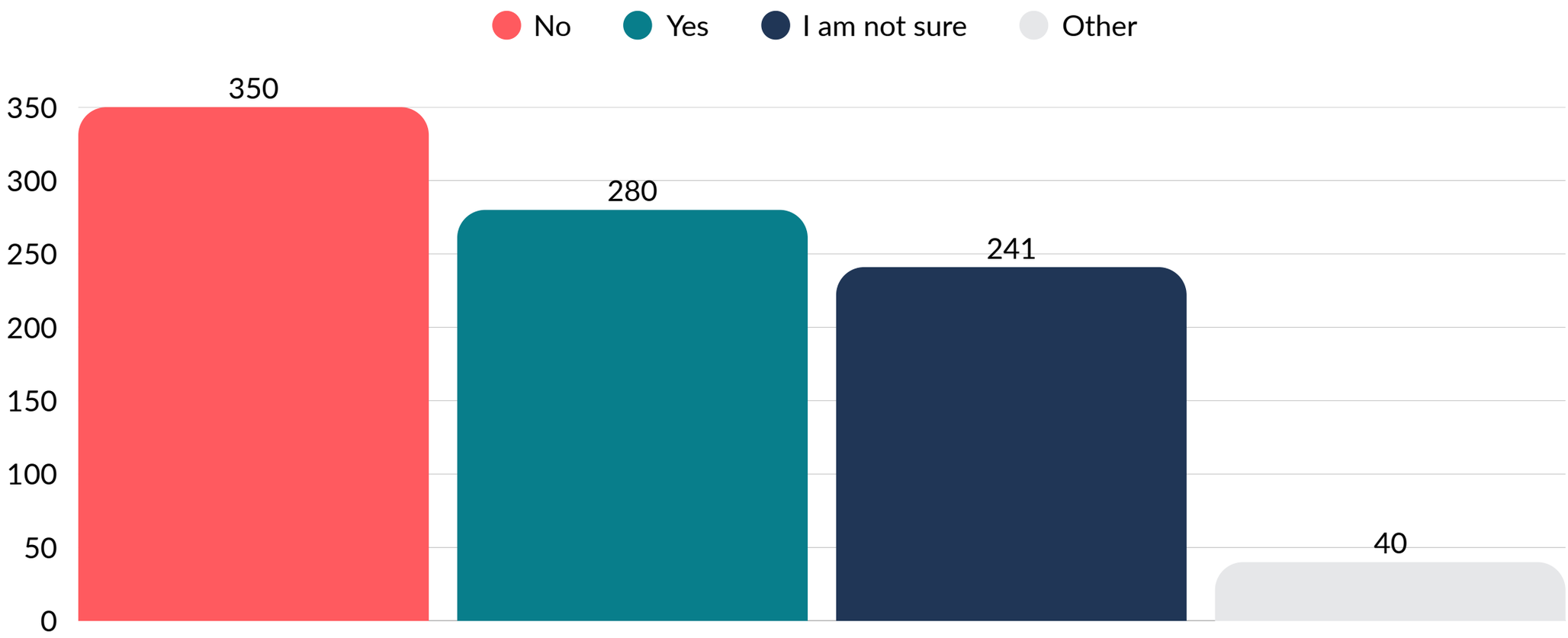
Some parents did see limited benefits for AI if it’s used carefully. For example, it could help teachers with repetitive tasks like lesson planning or admin work, allowing them to spend more time teaching. Even these parents stressed that AI should never replace teachers or assess children. Any AI output should always be checked by a human, keeping teachers central to learning.

A few parents also felt children should be taught about AI itself—not for regular classroom use, but so they understand how it works, its risks, and how to use it responsibly. They saw this as preparation for a future where AI will play a bigger role. Some mentioned examples from other countries experimenting with AI in schools, but even these parents emphasised the need for careful oversight and ethical use.

*This is a summary of the parents voices; please refer to the appendix for full answers.



Parents were asked whether they would support their child using AI tools to help with homework. Most parents said no. Many others said yes or that they were not sure. A small number of parents selected “Other” (see Figure 16).



(Figure 16)
Would you support your child using AI tools to help with homework (e.g., writing suggestions, maths help)?

Parents who chose “Other” shared thoughtful and often strong opinions about AI in schools. Many were not simply for or against it, they wanted to talk about how, when, and why AI should be used. A common concern was that AI could replace the thinking process itself. Parents worried that children might skip the hard work of learning and rely on AI to give answers, which could impact problem-solving, creativity, and critical thinking skills.

Some said they had already seen children copying homework from the internet and feared AI would make this even easier. They felt it could take away the satisfaction of working through a challenge. Others worried about long-term effects on brain development, saying AI might encourage “cognitive laziness” or reduce independent learning. A few even described AI as risky for young minds, warning it could harm originality and imagination.

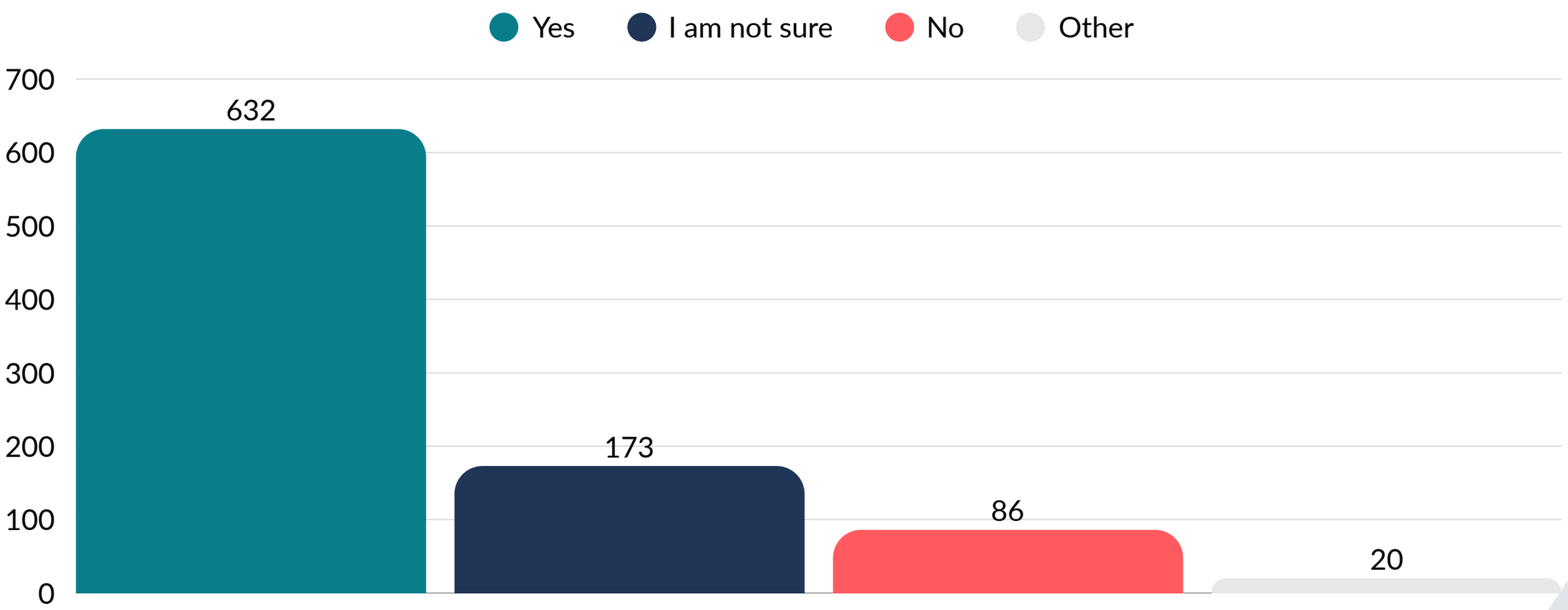
Parents also raised practical issues. They questioned the accuracy of AI tools and whether children could tell the difference between helpful advice and incorrect information. Many said AI should only be used once children understand the basics, using it to support learning rather than replace effort. Some thought AI could help with research or language learning, but not with tasks like writing or maths where understanding is key.

Privacy and ethics were common concerns. Parents did not want children using AI without supervision or clear rules. They worried about data protection, cheating, and the lack of transparency in how AI works. Some suggested schools should provide training for students, teachers, and parents, with clear guidelines. A few even proposed a “traffic light” system: green for full use, amber for limited use, and red for no use.

Despite the worries, some parents were open to limited AI use. They suggested it could help children get started on tasks, offer examples, or explain tricky concepts, especially if the child had no other support. Some noted it could be useful for children with learning differences, like dyslexia. Even so, they stressed that AI should never replace teachers, and children must still learn to think, research, and solve problems on their own.

*This is a summary of the parents voices; please refer to the appendix for full answers.

Parents were asked whether they were concerned about the use of artificial intelligence (AI) in the assessment of state examinations. The majority said yes. This was followed by parents who said they were not sure, and then those who said no. A small number of parents selected “Other” (see Figure 17).

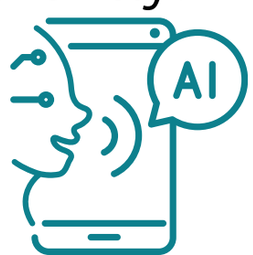


(Figure 17)
Are you concerned about the use of AI in assessment for state examinations?

Parents who chose “Other” gave a mix of thoughtful and often critical views about using AI to grade state exams. Many were worried about whether AI could be reliable or fair. They felt AI might struggle with subjects that need creativity, nuance, or emotional understanding, and said it lacks the human judgement needed to assess complex answers. Some feared this could lead to unfair or inaccurate results.

Ethical and practical issues also came up. Parents questioned if AI could be trusted with sensitive student data and whether its decisions could be explained or challenged. Transparency was a big concern—people wanted to know how AI reaches its conclusions and whether students, parents, or teachers would have a voice in the process. A few parents said they might support AI if it worked alongside human examiners, but not as a replacement.

Some worried about how AI grading might change education itself. They feared students could end up writing in ways that suit algorithms rather than showing real ideas and creativity. There were concerns that schools might start “teaching to the machine” instead of focusing on the child. Others said AI could even widen inequalities if students from different backgrounds use technology differently.

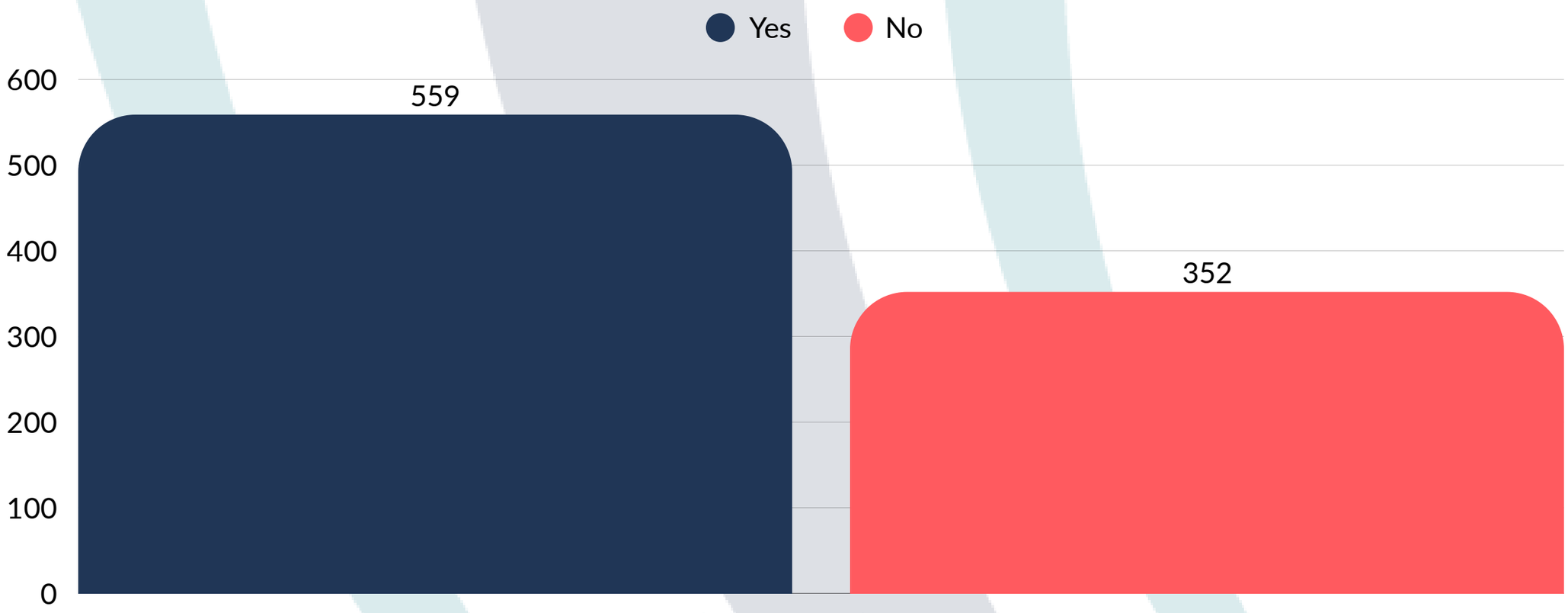


A small number of parents saw some positives. They thought AI could help reduce teacher workload or make marking more consistent, but only if the systems were transparent, well-designed, and carefully supervised. Even then, they stressed that strong safeguards and human oversight would be essential.

Overall, most parents were cautious and unconvinced. They did not feel AI is ready to play a major role in state exam grading, and they called for more open discussion, transparency, and clear human involvement before any changes are made.

*This is a summary of the parents voices; please refer to the appendix for full answers.

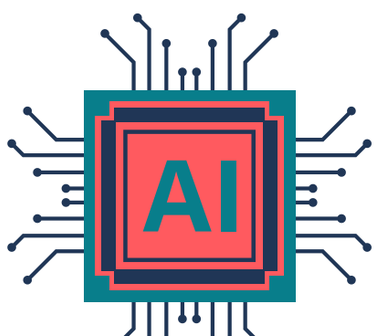
When parents were asked whether they needed training to feel more comfortable with AI in their child's education, the majority of respondents selected "Yes" (See Figure 18).



(Figure 18)
Do you need training to help you as a parent feel more comfortable with AI in your child's education?

When parents were offered the opportunity to expand their views they gave a wide mix of responses, with many saying they felt uncertain, underinformed, or cautious about AI in education. A strong theme was the need for clear and simple training to explain what AI is, how it works, and what its limits are. Many admitted they did not know enough to have a firm opinion and wanted straightforward, jargon-free guidance to understand how AI might affect their children's learning and privacy.

Some parents wanted training that focused on responsible use—how to guide children to use AI ethically and critically, without becoming dependent on it. They asked for real examples of good practice, clear boundaries, and advice on supervising AI at home. A few also wanted to understand exactly how AI is already being used in schools, so they could support it when appropriate or challenge it if they had concerns. They stressed that parents should be part of the decision-making process, not just informed afterwards.



Others asked for training tailored to different ages and needs. Parents of younger children were mainly concerned about screen time and exposure to unsuitable content, while parents of older children wanted to know how AI could support learning without replacing effort. Parents of children with additional needs also called for guidance on how AI might support conditions like dyslexia or dyscalculia, but only if it was safe, well-monitored, and genuinely helpful.

Concerns about bias, misinformation, and ethics were also common. Parents said they wanted training to help them spot when AI gives wrong or harmful advice, and to show children how to question and fact-check what they see. A few also wanted more information on data protection—how their child's data is stored, who has access to it, and how it might be used. They believed training should include practical guidance on privacy and digital safety.

Overall, parents were not always against AI, but they wanted to be better informed and more involved. They called for clear, practical training that would help them support their children's learning while protecting their development, privacy, and wellbeing. Many felt that schools and the Department of Education should lead this work, making sure any training is consistent, transparent, and inclusive.

*This is a summary of the parents voices; please refer to the appendix for full answers.



Additional Comments and Concerns Regarding the Use of AI in Education

Parents' responses show a strongly divided and emotional debate about bringing AI into education. While some see it as a useful support tool, most expressed caution, concern, or outright opposition. Their comments touched on a wide range of issues, from ethics and privacy to teaching quality and children's development. This summary brings together the main themes raised.

Concerns About Over-Reliance and Learning

A major fear among parents is that children will rely too heavily on AI and lose essential skills like critical thinking, creativity, and problem-solving. Many worried that students would simply let AI do the work, leading to shallow learning. Some parents described children forgetting or failing to understand material produced by AI, suggesting that it encourages surface-level knowledge instead of real learning.

Others raised longer-term concerns, fearing that AI could damage memory, analytical skills, and independence, especially for younger children. They described this as a kind of "cognitive debt," where overuse of AI could harm children's brain development.

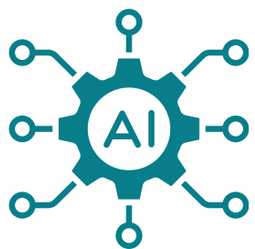
Ethical and Privacy Issues

Data privacy was one of the strongest concerns. Parents questioned where children's data would go, who would control it, and how it would be protected. Many were uneasy about the lack of regulation and the involvement of large tech companies in schools.

Bias and misinformation were also raised repeatedly. Parents worried that children might accept AI outputs as fact, without having the skills to check them. This was seen as especially dangerous in subjects like history and science, where accuracy and context matter.

Impact on Teaching and Learning

Many parents feared that AI could reduce the role of teachers, replacing the personal support and emotional understanding that only humans can provide. They stressed that learning is built on relationships—between teachers and students, and among peers—and worried that AI could weaken this.



Some also said AI risks making education too standardised, stripping away individuality. Others worried that teachers themselves might become too dependent on AI for planning, grading, or classroom management, lowering the overall quality of teaching.

Screen Time and Developmental Risks

The issue of screen time came up often. Parents already feel children spend too much time on devices, and they worried that AI would add to this problem. They linked excessive screen use to poor attention, eyesight problems, reduced social skills, and mental health challenges.

These concerns were strongest for younger children. Many parents felt AI should not be introduced in primary school, where children are most vulnerable to its negative effects.

Equity and Fairness

Parents also highlighted fairness issues. They worried that students with access to advanced AI tools would have an advantage, especially in exams and project work. This could widen existing gaps between schools and households. They also felt it was unrealistic to expect teachers to monitor AI use in a fair and consistent way.

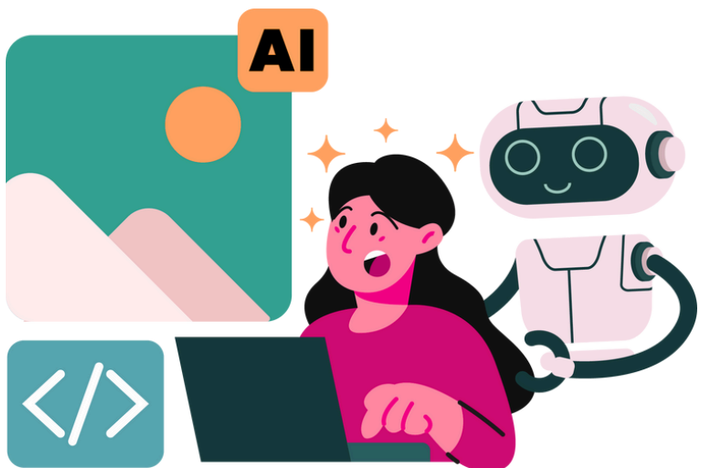
Regulation and Oversight

There was a strong call for clear rules and accountability. Parents wanted policies at school and national levels to govern AI use, and they expected compliance with EU rules such as the AI Act. They also criticised current school structures, saying they are not equipped to manage such a complex issue. Parents called for open debate, consultation, and evidence-based decisions before AI is rolled out more widely.

Potential Benefits and Conditional Support

While concerns dominated, some parents did acknowledge possible benefits if AI was used carefully. These included helping children with additional needs, supporting teachers with admin work, and personalising some aspects of learning.

However, even those who supported AI stressed that it should be strictly limited, always supervised by teachers, and never replace human judgement. Training for teachers, students, and parents was seen as essential.



Recommendations from Parents

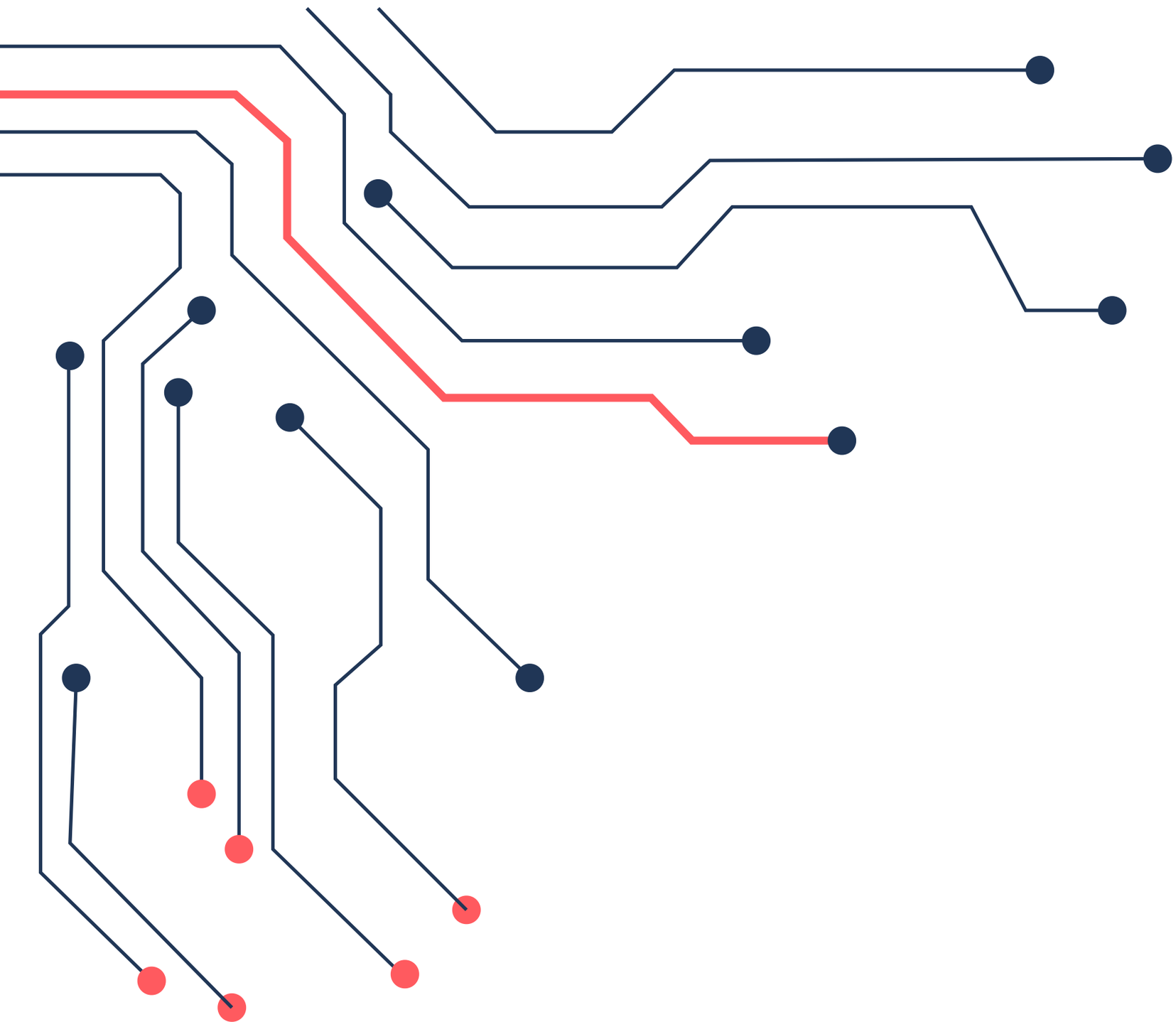
Parents suggested a number of steps to manage AI in education responsibly:

- Limit AI to support and administrative functions, not teaching or assessment.
- Train teachers, students, and parents on safe and ethical use.
- Ensure transparency in how data is collected and used.
- Create clear school and national policies with input from all stakeholders.
- Teach students digital literacy so they can question and evaluate AI outputs.
- Protect childhood by prioritising play, creativity, and human connection.

Next Steps: A Call for Caution and Dialogue

Parents' responses show deep unease about rushing AI into schools without safeguards. While some see potential benefits, most worry about risks to learning, development, fairness, and privacy. Parents are not rejecting technology outright—they are asking for balance, transparency, and respect for the human side of education.

As AI continues to grow, its role in schools must be approached with care. Strong safeguards, clear rules, and genuine dialogue with parents will be essential to make sure children's best interests come first.



Conclusion

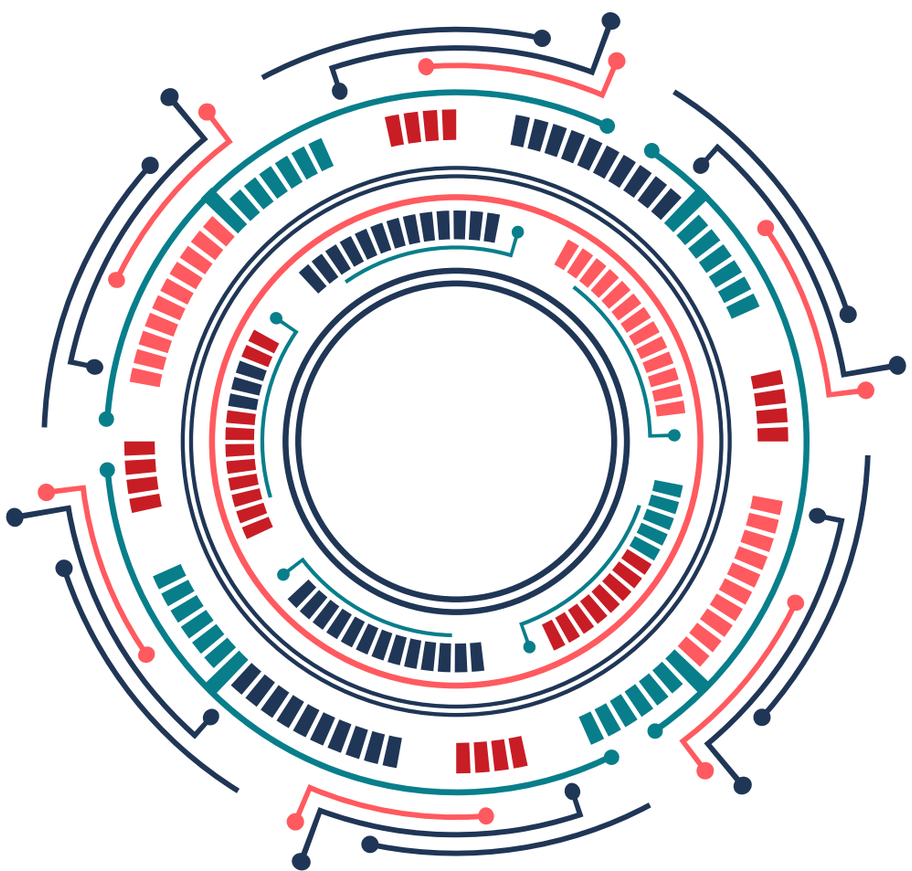
The findings in this report show that parents hold a wide range of views about the role of artificial intelligence in education. Some see AI as a tool with real potential—to support learning, ease teacher workload, and personalise education. However, many others are deeply concerned about its long-term effects on children's development, wellbeing, and equality in education.

Across the responses, parents voiced strong worries about over-reliance on technology, the loss of critical thinking and creativity, and the weakening of human interaction in the classroom. Issues such as data privacy, misinformation, and the ethics of allowing AI to make decisions about children's learning and assessment were raised repeatedly. These concerns were especially strong among parents of younger children and those with additional needs, who feared that AI might not be able to support their child effectively.

The survey also revealed gaps in regulation, oversight, and communication. Many parents said they felt left out of the conversation and called for clearer policies, better training, and more transparency from schools and the Department of Education. Unequal access to technology and differences in teacher readiness were also highlighted as risks that could deepen existing inequalities.

Looking ahead, parents want a cautious, balanced, and collaborative approach. They stressed that AI should only be used where it clearly adds value, and always with human supervision. They underlined the importance of keeping the human side of education—relationships, creativity, and emotional support—at the centre, and warned against rushing into new technologies without fully considering their impact.

Parents' perspectives provide important guidance for policymakers, educators, and developers. As AI continues to develop, its role in education must be shaped by ethical standards, open dialogue, and a strong commitment to protecting children's learning, development, and rights.



Appendix

Q8. Which of the following uses of AI in education are you aware of? Other responses

1. I am aware of them but not sure if they are being used/ promoted by teachers in the school
2. Some uses references above are prohibited by the EU AI Act. Strange you would include them.
3. My AI in Snapchat is used but often incorrect.
4. only really aware of teachers and professors noticing that more and more kids are relying on AI for homework and assignments
5. Use of AI in Leaving Cert Additional Assessment Components (AACs) worth 40% for certain subjects as part of proposed Senior Cycle Reform. Still no guidelines on AI for teachers and students from the Dept. of Education, these were promised months ago.
6. I would appreciate more information on AI in the class room & it's uses
7. The negative effects. Critical thinking. Data privacy concerns. Harmful consequences and risks.
8. Gamma, Google notebook lm
9. I'm learning more every week - for example through the list of options in Q.6
10. Image generation, AI in language learning like duolingo
11. Is good trust
12. Maths training tools, gamification of learning
13. Google Gemini, MS Copilot and enhanced tools for web searches
14. AI used to help with report writing
15. Upto date information, research, social story creation, etc
16. Teachers using consumer AI to generate teaching resources
17. I'm probably the exception- I provide AI training to teachers and am also a parent
18. I would prefer real teaching of basics of subjects, more hands on, real time class room exams so no dependency on AI or technology, and less time on SPHE trans ideology. More hands on practical work and leave political, NGO agendas including gender indoctrination out of class teachings.
19. I'm more aware of AI use in Higher Education as I work in research at a university.
20. AI that will do you math questions for you with step by step calculations.
21. My daughter is starting 4th year and uses chat gtp alot. I haven't used it myself yet
22. Using AI to initiate research, get suggestions
23. Like in dualingo where it is AI teaching the language, rather than human teachers as was in the past
24. Duo lingo
25. AI assessment generation support tools like AuthorAide

26. Magic school for teachers making items, diffit for making leveled work and worksheets , etc etc etc
27. Interior design ideas
28. Nil
29. No
30. Many other AI agents. But it would be good to have a definition regarding the different module used. Most listed above are large language models, artificial intelligence in general has a much wider scope and unfortunately a lot of the LLM's aren't as helpful as they may appear for learning, retention and education.
31. Teachers using AI to put together lessons and course materials.
32. Teachers lessons/powerpoinrs etc
33. Class preparation tools for teachers, homework creation,
34. Gameified tutorials
35. I heard they’re using it in china.
36. However, I'm in favour of them utilising AI tutors asking questions. I'm aware of google translate but my son has been told it isn't accurate for Irish translations.
37. There are so many:
ClassDojo
Tracks student behavior and promotes positive habits.
Facilitates communication between teachers and parents.
Khan Academy Kids
Adaptive AI personalizes literacy and numeracy content.
Engages young learners with animated characters and SEL integration.
MagicSchool AI
Helps teachers create differentiated lesson plans and prompts.
Indirectly benefits students through improved instruction.
BrainPOP Jr.
Uses AI-curated learning paths and animated videos.
Supports science, math, and health education.
CodeMonkey
Introduces basic coding and logical thinking.
Encourages early STEM engagement.
Curipod
AI-powered presentation tool with polls and drawing prompts.
Used for math, literacy, and interactive feedback.
Flint
AI chatbot designed for education.
Supports student inquiry, debate, and personalized tutoring.
Brisk Teaching
Generates leveled reading and writing tasks.
Used for multilingual and differentiated instruction.
Canva AI Tools
Enables students to visualize assignments and create content.
Supports creative expression and comprehension.

38. Not aware or informed of any use of AI in the school but this has been a great prompt for me to ask the questions.
39. Study tools eg quizlet where app summarises presentations/learning materials, creates study cards, revision quizes
40. Just using Chat GPT for fun things like turning drawings into 3D renders and helping with workshop planning
41. Pupils using it for revision.
42. mainly chatgbt
43.
44. I know teachers can use AI to help them plan lessons, and that students can use AI to help them to write essays, etc (just like we all can). I wouldn't call that a 'homework helper' - just a tech tool that we all use these days.
45. Teachers use to plan lesson, find resources
46. Students using AI to make their homework for them, instead of doing the hard work themselves..
47. Google Gemini, Amazon Alexa
48. Padlet generating lesson plans etc
49. For a severely dyslexic child, i am aware of the massive improvements in text to speech software such as Speechify, Elevanslab, SeeingAI, orcam reading, smart glasses. These should replace the 1960s style scanning c-pen used in schools.
50. Use in research for analysing papers and brainstorming.
51. Text reader
52. I think I only heard of lecturers using AI to generate course content - would need to be managed because AI spits out awful rubbish some times!
53. Chat GPT Study and Learn
54. security, language learning, games for maths etc
55. There is more like agents within the M365 Copilot and other enterprise subscriptions available for edu organisations.
56. Students using AI to complete school work.
57. Facial recognition systems for attendance monitoring. Facial tracking to determine interest level based on eye direction, blinking, emotion detection etc. I don't think that either of these technologies are in use in EU schools but I have concerns about creep in the future.
58. I would hope that AI is not being used in primary education
59. Grammarly to help you rephrase
60. Gemini copilot
61. Nurture
62. MagicSchool, for teachers. Twinkl also has an AI agent
63. Note taking AI
64. N. A
65.Teachers using prompts to create mock questions at the end of completing a particular subject.
66. Chat gtp being used as a source when searching information on a topic to be also fact checked
67. ChatGPT helping kids at home with homework

68. Rather than research the topic (go library, talk to people, watch a documentary on TV or even google) and form own opionion and write about the topic , there is a some that use to complete the task..
69. Use of AI tools among students which becomes more difficult for teachers to correctly assess their knowledge and skills.
70. AI will exclude humans (teachers, auxiliar staff) from education process.
71. AI tools to design lessons eg: Twinkle AI
72. I am software engineer and work closely with AI since a while, I am familiar with several AI engines and how AI is used to build or work with different types of software used in education and other areas
73. Students using AI for homework and research. AI being used to write course content
74. Readability -helping with reading skills.
75. Ethics and critical thinking, how to use AI to boost learning, critical thinking and creativity
76. What about alpha schools

Q10. What do you think are the main benefits of using AI in your child's education? Other responses

1. Not a fan.
2. I dont think there is a place for AI in education, children are already over exposed to technology
3. I have concerns but could see that these would be beneficial
4. I'm not sure at all
5. I don't think AI should be used atall!!
6. Not sure at this time. I am trying to limit technology with my children
7. Why can't you pick multiple answers in question 10. Typical of this organisation.
8. To be honest, I can only see benefits for the teacher and not the child. Children would have to be taught critical thinking to use AI without it taking over thinking for them. The critical thinking part would be a benefit
9. I am actually unsure of the benefits of AI
10. The effects are far more negative than positive. This seems to suggest that children learn in diifferent ways - a neuromyth.
I don't see any benefits of using AI.
Don't see a benifit at the moment . It's too new technology that can be easily abused and wouldn't trust it to accurately assess my child's learning needs
11. 1:1 tutoring. Not ready yet but will come
12. I do not think there are benefits of using AI in education.
13. I do NOT think are benefits of using AI in my child's education, that could possibly outweigh known, probable, and potential deficits and ill-effects - personal and public; mental and social.
14. I do not believe the benefits outweigh the dangers and environmental impact of AI
15. I don't see any benefits to using AI in education and don't want it to be used on my child at all. A real AI doesn't actually exist, they're just large language models and as such can spout absolutely anything at all and are completely unreliable in their answers. As far as I'm concerned it would be completely irresponsible to use AI in education at all, particularly in its current form
16. I a member of the EUs Committee on the development of a code of practice for the use of general purpose AI models and my work there leads me to conclude that AI should support the administrative aspects of education processes only, it should not replace any interpersonal, communication based or interactive processes of current education cycles or systems and should not be provided as a tool directly to students in either primary or secondary settings or schools.
17. AI should not be used the the classroom.
18. Using AI in education is highly dangerous and will degrade the education system. Teachers need support with their workload and admin but we should rely on AI for this. Having broad mixed ability classes instead of streamed classes is leading to a huge amount of differentiation being needed from each teacher.

19. I don't think there are any benefits
20. There is no need for AI in education, the purpose of education is for people to learn, we need to invest in teachers and creative thinking.
21. No benefits
22. Many of the above tasks above and the applications mentioned in the previous question are general IT tools, not AI specific.
23. The golden grail of education : Blooms Taxonomy is now a reality
24. n/a
25. If AI was accurate, it might be helpful but in my experience, AI can give very inaccurate information and is a disgrace if it is used for children's school exams. What good is having teachers if an inaccurate useless AI apt is used to do their end of year exams.
26. None please engage and teach our children properly and not rely on AI. Our children are smart please don't turn them into mindless entities.
27. AI is in the workplace and everyday life, its important that children understand the benefits and pitfalls of AI, hallucinations, prompt engineering and ethics of its use. And then get to use it where it can benefit them most whereever that may be.
28. As a researcher & parent, I think we need to be very cautious about deploying AI in education. The AI skills which need to be taught in our education system relate to the limits and pitfalls of AI. They need critical skills for identifying AI hallucination and understanding how GPTs are trained to tell the user what they want to hear (whether or not it is based in fact). They need to be taught the information skills to be able to differentiate between google results from Gemini and results from reputable research-backed websites (For example knowing to seek medical information from the HSE or NHS websites rather than ChatGPT).
29. I think it is absolutely a damage for everyone, but maybe it could maybe help accessibility for kids with additional needs. I have heard about this use, not experienced directly, so I am not sure. For the rest, my personal experience is that is such a disgrace for kids.
30. Future training for a world where ai will be pervasive
31. I don’t think
32. I don't think it's helpful in primary and post primary education
33. There is very little evidence to support the use of AI in anything other than mundane, automatable admin and support tasks in education. It is fine to use it for grading of quantitative assessments such as multiple choice, but it should not be used to grade qualitative assessments such as essay writing, opinion pieces, qualitative analysis etc.
34. None. Currently it's just ANI (Artificial Narrow Intelligence or Weak AI), not true AI or AGI. You feed these chatbots rubbish, and the result is they talk or produce junk, not to mention that the answer is going to vary depending on how you phrase the question, hence the racist outcomes, mistakes, etc. in the public & medical sector and I suspect that the same is true in educational situations
35. Offers quick responses to questions in child-friendly language.

36. It would be great if these could be used / made available for students in the Irish Education system. Especially for children who maybe spend time in hospital and miss out on learning /classes.
37. None
38. Making children dependent on machines. Creating cases for future studies on the destructive impact of AI on kids imagination and wellbeing.
39. Making children dependent on machines. Creating cases for future studies on the destructive impact of AI on kids imagination and wellbeing.
40. NO benefits
41. Their are absolutely no benefits to using Ai , particularly for primary school children . In fact the damage this will cause is very serious , it has me directly questioning the motives of those in the department of education . It is evident since covid teachers lack the actual interest in teaching children .
42. I don't think there are any benefits as
43. There is also no regulation of AI which means without regulation there is no actual look at how AI is learning, what is being done with the information it is learning, where the source of its information is coming from and the fact checking capabilities are non existent.
44. I only see long-term downsides to the use of AI in education. There are a lot of things trending on social media about the use of technology and AI to support childhood learning but the actual learning process - based on longstanding, credible research - can't be short-circuited. It requires explanation, demonstration and repetition, repetition, repetition. To rely on AI to support the learning cycle will lead ultimately to a long-term capability decline in both educators and students alike (see research examples from medicine where AI was used "to support / augment" decision-making of radiology students - it determined that the students' capability actually decreased). The use of AI in education touches upon a philosophical discussion that needs to happen about what is the role of learning for our children and educators.
45. Don’t know much about it
46. I believe it makes children lazy and not bothered to put in the work to improve and just become smarter on their own.
47. Nil
48. AI should not be used in education..makes minds lazy..has it uses maybe in special needs.?
49. No
50. NOTHING
51. I do not see any benefits of using AI in education, I believe it to be lazy and counter productive.
52. None I'm not sure using Ai is teaching our kids
53. Google translate is very handy for Irish and other languages

54. ChatGPT can be a valuable tool for accessing facts and information. It provides instant, comprehensive responses, but it can still make mistakes. Children, in particular, should be taught not to take its answers at face value —they need to verify the information by checking references and reliable sources, just as was recommended with Wikipedia before the rise of AI. When used for language learning, especially for checking grammar and syntax in a foreign language, ChatGPT offers helpful grammatical explanations and the reasoning behind choosing one expression or vocabulary item over another.
55. There are no real benefits vs a technology free childhood
56. The teacher is the key person in children's education. You cannot get systems or artificial mechanisms to replace the human interaction of the teacher. AI can only be useful as an aid to the teacher and must not be the educator. Children learn best by having fun, positive supportive environment and through human interaction with their peers and adults. Learning is about preparing children to cope with the world today and how to make their contribution.
57. This question has been formulated to ensure a positive result and should be reframed. I am unconvinced that the use of AI at the current stage of development and reliability is appropriate, I say this as someone who works in an AI company.
58. Dont see benefit
59. I think human's brain stops developing when Al is used
60. I see no benefits of introducing AI in schools
61. The benefits are not yet clear to me
62. Learns the benefits and how to use it and how to be on guard to review the data it provides.
63. Im not sure as im not familiar with it in schools
64. I don't believe its needed in schools
65. None
66. I don't know enough about it to answer Q8
67. AI tools for additional needs like voice to text
68. My daughter is visually impaired and AI has helped a lot with learning in different subjects. It can describe photos / graphs and other elements that are harder for my daughter to make out.
69. I don't like its use in my child's day to day learning. It's not necessary
70. None, it's an efficiency tool
71. I don't think there are any benefits and use of AI should be eschewed
72. None
73. I don't feel a.i needs to be introduced to primary schools, especially as it's still so new. I don't feel it will benefit the children. It's just more screen time and technology at such a young age
74. Grammarly to help with grammar and spelling.
75. Don't know anything like this
76. I don't agree with the use of AI in schools
77. Don't like AI, prefer the teachers to help with & grade homework
78. There is none. I don't believe that AI should be brought into the schools.

79. AI can be very useful for learning if used properly. Parents and children need to understand that it's not perfect, and can/does make mistakes. However, it's a very useful starting point for research, and I think it will really help parents and children with homework. Also, having a child with low-level ASD, I love the fact that it can make learning fit the child (as referenced in Q8). Children with AEN can find the school and learning environment very challenging, so anything that helps them to learn with more ease is very welcome.
80. I am a software engineer working in AI. It should have absolutely no place in education or any domain which involves children under the age of 18.
81. AI should not be used in education
82. I don’t think there is any benefit to AI
83. I'm very cautious about any benefits
84. I don't believe AI should be used at primary school level.
85. Please note, I am trying to click 'helps with learning languages', 'Creates adaptive tests', 'supports research and writing' and 'keeps records' but it's no allowing me.
86. Dont know as not aware of how AI is being used or if it has been used in school. No mention of it so far.
87. I don't see any benefits, it removes human familiarity and intuition in my opinion
88. For now I would only be ok with the use of AI for basic, non child facing tasks. It is not working enough yet to expose children to it freely.
89. Helps the children to focus on their strengths without the teacher having to generalise items and average things out. With AI the best can become better without the rest feeling treated differently.
90. There are no genuine benefits except to the companies who develop GPT models and license it.
91. I've used Chat gpt for coding, as a student, chat got has up to stay info, what patterns are better in current day, which code option fits based on person using bootstrap, djangi etc. It even knew the pattern for projects for my institute. Helped me to understand my mom's diagnosis. Great to have app for learning languages, even though there's improvement required, more languages, and sentences that are actually useful
92. I believe we parents/guardians need to be informed and educated of/on the use of these tools
93. None
94. I don't see an advantage as the huge risk currently with AI is that there are no safeguards as to whether the information is accurate or appropriate.
95. I have no idea
96. None
97. I dont know how I feel about it being in schools
98. Keep AI out
99. Not keen on the other elements that would demoralize or discourage children's progress
100. Absolutely no benefits
101. I'm not sure on how AI will help

102. Not sure if I believe it is needed or should be used at school....
103. Not sure
104. I’m not sure if the benefits outlined above are really beneficial.
105. There are no benefits that outweigh human teaching
106. Teaching without AI is beneficial
107. Don’t see much benefits in a learning environment
108. None. There should be no it in primary school unless kids are learning how to use software like word for typing.
109. No sure of any above. I have heard it's been use for doing homework and basically cheating exams etc. How big it is I am not sure
110. N. A
111. Unfortunately I'm not aware of any tbh...
112. I welcome the use of AI as a support tool - to deal with admin task etc but many children do not have the personal control to only use it to assist them - but will use it to carry out a task for them and not question the results it is giving them. While educating children about the reasons this is not a good idea is important but I believe it will always be a struggle to control a tool as powerful as AI when children have open access to it.
113. I don't know enough about AI to tick
114. I disagree with the use of AI to b teach children. Teachers and parents should teach their kids
115. It can help with creating learning content and materials
116. Not in favour of using AI in schools
117. In my opinion, AI is a straight forward tool that does not require a specific education of it apart from spreading awareness of some negative influence that it can have on child´s development or education process. I believe that AI can be used by teachers and school management to speed up the organizational process, but children should be kept outside its frequent usage until at least secondary school and even later.
118. AI is not helpful and shouldn't be use by youngs.
119. I do not see any credible way AI can be used to automatically grade something inherently subjective such as a child's teaching. Even the most sophisticated LLMs are prone to lapses, errors and outright fabrications: a child being on the wrong end of some automated "tool" could be detrimental to their development. As headlines are clearly showing, shortcuts taken by companies or institutions trying to us AI to bypass actual work is blowing up in their faces.
120. I do not believe in AI for front role in child education
121. None
122. I dont believe that AI should be used in schools, it is a tool but it needs alot of oversight to ensure it is correct and if you look at the headlines, alot of AI is being rolled back. If it is used in many of the ways being suggested I think it turns education into a way that can be gamed and loses independent thinking. Education is needed first before AI should be used.
123. I don't think there are any benefits.
124. I think there are no benefits to using AI
125. I don't think it should be used

Q12. What concerns do you have about AI being used in education? Other responses

1. serious concerns about profiling and use of personal data
2. All of the above concerns me. The classroom is not a place for AI, society is being dumbed down enough
3. no concerns / worry
4. I am very concerned about AI Ethics and the way this will impact students ability to think critically. The vast majority of AI platforms have been designed and created by Tech Bros (pale,male,stale etc) so their bias is very concerning.
5. Lack of development of critical skills and problem solving in children. They are using AI resources to gather the information but not really understanding the material or what it's saying or fact checking material. While this doesn't apply to my child now I am concerned about it as they progress in education
6. All of the options above.
7. All of the above
8. All the above and loss of independent thinking
9. All of the above
10. I feel that critical thinking and learning to assess AI output will be key skills
11. We can't ignore AI but I feel it's use should be limited particularly at primary level, fine with it being used for 'backroom' stuff like grading quizzes or speeding up paperwork
12. Teachers need training in judicious and appropriate use
13. All of the above. AI is important but profiency of the teachers in AI is as important.
14. All in question 10.
15. All of q's 10 are applicable. But I can only select 1 option.
16. All of the above. Children need to think for themselves and make mistakes and they need the interaction with a compassionate and experienced teacher who can see beyond their current performance. I would be very against AI being used alot in primary schools. I think they should be educated on it and to use it in a healthy manner
17. All of the above
18. All of the above.
19. all the above
20. The impact on social skills, privacy and plagiarism is also a concern as well as lack of fostering of critical thinking skills.
Exposure to algorithms that push forward biased views but that’s the concern of all formats. Ai as part of education is great, we just need a balance
21. All of the above plus underpinning assumption about access to Internet, hardware, parental knowledge and differing teacher knowledge all impacting child’s ability to access/perform.

22. For kids not learning to develop neural pathways
23. ALL of the above 5 points in Q.10, PLUS: a) it is a "stochastic parrot", or an advanced text-auto-predict - while it may seem to produce good tricks, the danger is first, that it too often eventually produces complete garbage - and second that people then just uncritically defer to the garbage based on a string of previous good tricks; this happens even when it is repeatedly corrected on producing so-called hallucinations (e.g. invented fake citiations); b) the sheer amount of skill, time and energy needed to be developed and devoted by human users (or monitors) to figure out how to get non-garbage answers, render the actual use value of these systems moot - why not actually just learn, or teach, instead? (Answer: because there is stock-market value to be gained in boosting these things); c) these things are being foisted on the public, and on public (and private) institutions, often with no "opt-out" - i.e. there is frequently no an actual demand for so-called AI (more accurately called: Large-Language Models) in all the places it is being pushed - this is a classic example of a product being boosted against actual user wishes, simply to generate market and company share-value. I absolutely do not ask for, or want LLMs ("AI") used on my children, and refuse to let them use it when I know of it; d) This technology frequently behaves like a mirror that magnifies personal narcissism and social pathologies - there are already publicised cases and and trends of psychological breakdowns and manias due to its use. I would sooner show my children how to drive a vehicle than let them use this stuff
24. I actually have all the above concerns but it wasn't an option to tick more than one
25. I feel all of the above are a concern. Introducing AI will need to be done properly with a lot of education on AI for students, teachers and parents.
26. All of them.
27. All of the above. The form allows only one answer
28. All of the above
29. All of the above are big concerns around using AI in education.
 - There are constantly new ways to present AI generated work as your own, which is not only bypassing the research and learning journey, it is also creating a false sense of intelegence in children and students.
 - There are ever growing concerns about the negative consequences of reliance on AI in not only education but other aspects of life too. People have even gone as far as going into AI induced psychosis. Schools are the number one place for children to learn how to socialise, work as a team, build friendships, and learn how to use those social skills at appropriate times.
 - AI is a language based intelligence which means it gather text relevant to query and presents it in a way that seems plausible. There is zero credibility in the information presented and many people, and especially children, do not understand that it is not a reliable source of information; it bypasses the skills needed to do thorough research.
 - Data is sold when using AI, and the the uses of this data may not always be ethical.

30. Brain development. AI serves a purpose but not at the cost of a developing brain. Strict rules guidelines need to be adhered too. People do not have enough information about AI even the experts themselves went in blind with this.
31. All of above, privacy 1st
32. Couldn't select more than one. I would have several concerns including not learning through discussion and own research and reading.
33. Accuracy is also an issue - but that's also an issue with pulling information from Wikipedia - it;s important that children learn critical skills to understand what is a sound source/
34. Privacy and data is a huge concern too, especially as kids are learning about a lot of these things still.
35. I am also concerned about the environmental impact of AI's computing power requirements
36. Overall, I am not against the use of AI but in moderation and where it makes sense
37. Nearly all of those - potential for cheating, over- reliance and not validating outputs. Privacy is an issue. Also various teachers will implement AI at various degrees
38. All of the above, I'm extremely concerned by all of those reasons
39. communication, creativity, behavioural tracking and modification, data security and use but primarily the fact that the LLMs (ai models) hallucinate and can result in inappropriate actions or instructions or results for children and young people
40. Compliance with the EU AI acts principles and rules is very important in this context
41. It inhibits the ability to learn. Makes the individual lazy and less connected with topic being learned. Stops the art of conversation and discussion and makes us more depended on technology. Which is also damaging to the climate as devices of sorts are need to store and create the necessary data. It makes learning a more 'tick the box' excercise than actually learning and also as AI advances where will it stop?????
42. I would like to tick all of the above but it doesn't give me that option
43. Learning being undermined by students using AI in a way they sincerely believe to be correct- the illusion of learning
44. Why can I only select one?
45. It is inaccurate, prejudice, harmful the the environment, a privacy risk, not a replacement for teachers in any way whatsoever
46. Lack of critical thinking skills.
47. I am concerned about all of the options presented (survey would only let me pick one)
48. I feel ALL of the above should be examined in relation to using AI in schools
49. AI is detrimental to the environment. Using AI for unessential services will increase the demand on our infrastructure and water. AI illegally scrapes the Internet to steal other people's content and instead of enhancing our children's lives it is stealing work to create art and limiting our own children's opportunities to be creative.

50. Why can I only select one negative while I can select up to five positives? Surely skews outcomes.
51. All of the above
52. Could not select multiple in the above table. All of the above apply
53. Would prefer to choose multiple options here not just one. Am also concerned about cheating but less so than the answer I chose. Most teachers have no training in this and don't understand the capabilities and limitations.
54. There is error in q10 as you can only tick one option. I choose all of above
55. I choose all of the above
56. Selecting other here to expand upon
57. Accuracy or reliability of AI-generated content (limited opportunity for challenging information) + Would not be in favour of utilising AI for grading or checking work. At least not at present. AO still has many limitations with even the latest models whereby it can often hallucinate things, mix things up, insert things that weren't present etc. AI still has to be very much managed and it's work too checked. It can struggle still with some basic maths. There are often nuances to how prompts must be given in order for it to carry out it's task correctly. It has great potential in many areas but relying on it to check work, rate work etc could be detrimental to students reap grades and the education system as a whole should be moving to continuous learning anyhow. This is a far bigger conversation then this mere feedback box.
58. BIAS - I am worried about AI further entrenching unconscious bias
59. I am highly concerned that use of generative AI in à classroom setting and for homework will prevent my children from leaning critical thinking, writing, spelling and trying on their own. I don't think I am being anti-progress when saying that these are foundational skills that are required.
60. Being able to use generative AI will at some point be required, but unless a child has learned to use their own faculties and to trust them above a machine, I would be highly sceptical of its value. It is frequently inaccurate and there is no information about sources.
I'm also convened that most LLMs American or US-centric in terms of both language and content. I see them as also eroding what makes us Irish and turning into a generic mishmash of blandness.
61. I'm in favour of STEM etc and in general generative AI is only one kind of AI and machine learning proper has in my view much greater benefits to offer. Learning real and foundational competences and skills is what school is for. While certain use cases could be useful for teachers behind the scenes, please keep it out of the classroom.
62. All of the above. I am hugely concerned.
63. They need to research in the real word and be allowed to question and debate with real people and to challenge or accept the arguments or something he informationl
64. Negative effect on looking for information skils and checking the information skills, relaying on the data given by AI only, would make children easy to manipule as grown up.

65. I have various concerns, mostly around accuracy and negative influence on work ethic, but also in relation to negative impact on brain development. Not to mention that at that age children should be learning how to learn/how to study. See recent studies on negative effects of AI on the brain in elite college students
66. All of the above. The question allows for more than one answer but it is programmed to accept one - so it is either incorrectly phrased or incorrectly programmed, the data for this question will be entirely skewed as a result.
67. I am concerned about all of the above, but most the accuracy and reliability of AI-generated content. I think it is very important to make children aware of this issue and continue to teach kids to properly research ideas/concepts/data (look for reliable sources of information) and critical thinking (does this information make sense or am I blindly taking it at face value?).
68. being potentially used for things other than what it is meant for
69. I am hugely concerned about children looking at interactive white boards. Despite huge investment in ed tech there is a decline in Children's scores in reading and maths. It is not working but is teaching children in a way that their brains can't readily process or integrate.
70. Ethics and bias introduced by generated content, not always a balanced view as is based on available content that is out there, which can easily be manipulated.
71. (1) Negative effects on student capacity to produce original work (to practice thought and writing) due to over reliance on AI tools. (2) Creation of an information sphere which is not based in research, but in programmatic policies of certain LLMs including the tendency to tell the user what they want to hear as seen in AI 'hallucinations'. (3) Unethical use of content in the training of LLMs / lack of transparency.
72. data protection on individual students
73. AI completely destroys the learning of writing skills, reading skills, analysis skills, critical thinking. It is going to drop the QI of our kids dramatically, creating a society of people who are unable to think.
74. Ethics of AI trained on unconsented material; AI reproducing biases such as sexism and racism; ethics of environmental demands of AI.
75. The biggest challenge is cognitive offloading to AI which may inhibit the acquisition of foundational knowledge and the development of critical thinking abilities.
76. Negative impact of child's own creative skills
77. AI generates averages and reduces the potential for outside of the box creative thinking. It makes everything more mediocre and acceptable and diminishes the creative generative thought processes which all children are capable of if this independent thinking is encouraged. The prevalence of AI and its widespread use in doing homework, assignments etc, diminishes the child's critical thinking abilities. Ability to be sceptical to challenge status quo or even call falsehoods presented as normal.

78. AI has been repeatedly shown to provide misinformation, to reduce critical thinking skills (of students and teachers), to miss nuance in questions and in answers, to fail to respond to human emotion appropriately and more. Any use of AI MUST be supervised closely by expertly trained teachers. The investment it would take to develop safe and unbiased AI in schools would be better spent on training more teachers and supporting the ones we have. AI is not the future it is being made out to be and we must be careful not to mire our schools in white elephant technology.
79. Currently it's just ANI (Artificial Narrow Intelligence or Weak AI), not true AI or AGI. You feed these chatbots rubbish, cover your a** nonsense, and the result is they talk or produce junk, not to mention that the answer is going to vary depending on how you phrase the question, hence the racist outcomes, mistakes, etc. in the public & medical sector and I suspect that the same is true in educational situations
80. lack of understanding among students / staff on dangers of AI/ Overreliance on AI which is ARTIFICIAL resulting in loss of social and emotional nuance and development, research, adaptability and resilience skills. I have huge concerns for AI generally in society and how it will impact social and emotional development.
81. Young children relying too much on AI and not problem solving themselves.
82. Worry that it removes creativity
83. Encouraging students to take short cuts and not think for themselves. Discourages creativity. Doesn't prepare students to think introspectively on their own work.
84. Bias in the information AI presents, uncertainty on how AI comes to some of the reasoning it “learns” leading to unpredictable outputs; concern over how much learning students will really be getting - early research is already suggesting that children are not really learning much - rather letting AI do the work; impact on creativity and critical thinking - hugely important skills that children need to develop
85. Democracy in education. Will all schools and students be able to afford it
86. AI could give bad advise and not know it. E.g. in a program to reduce doctor's workload, AI's advise to patients were to kill themselves. Another advised a recovering meth addict to have a treat/cheat day where he could have some meth. They only have logic, not heart.
87. The advantages listed involve removing human factors in learning, and removing efforts leading to atrophy of skills that are delegated to the machine. At the end of the day the pupil will use AI to do his work and the teacher will use AI to correct. The risk of human becoming interfaces between machines during the learning process. This perspective outweighs any potential advantage.

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89. Inability to gain skills on how to train, study, interpret and gather information if used in student work
90. Health and safety issues with screens.
91. Accuracy is a huge issue
92. Ethical and appropriate use of AI tools must be a central topic in education
93. AI is currently being used in Palestine to conduct the second Holocaust. AI data centres also require more energy than all residential homes in Ireland. Both reasons mean AI is not an ethical choice as a tool of education
94. I will remove my children from mainstream school is this is the departments direction to impose Ai on my children . This is not education . Teachers are the educators not compromising ai models
95. Potential to impede development of essential reading, writing and critical thinking skills
96. Loss of ability of think, write essay and be able to develop ideas. Loss of memory development.
97. Losing one-on-one teacher perception of giving each child what they need to achieve their potential.
98. There is also no regulation of AI, what is being done with the information it is learning?, where are the sources of its information?
99. I would have concern about all the above but my main concern goes to a long-term decline in critical thinking and learning skills for both our educators and children - i.e. that everyone becomes cognitively lazy.
100. From my understanding, AI works on algorithms that tailor information to what it is perceived the viewer is interested in based on prior internet searches/websites clicked on etc. This can lead to children who search online, unsupervised, for things they hear about and may be curious about, being led down dangerous tunnels where all the options to searches they input are based on a very narrow reference. E.g. leading to dangerous extreme misogynist, alt-right, racist content. If children are asked to use AI to do research in education it is vitally important they have the critical thinking skills to be aware of this, I'm not sure many children have the maturity to be able to do this.
101. I don’t know anything about it
102. Students cheating themselves and not learning, AI doing work and they suffer.
103. Flash information given by ai

104. I think AI for automated tasks and admin makes sense but using AI tools in the learning process and removing the human element, interaction, opportunity to build relationships, trust, communication skills etc doesn't seem like a good idea especially when so many children are struggling with social interaction skills as an adverse effect of spending too much time on screens or using technology for gaming, social media and other entertainment. The use of AI feels like it takes away nuance also - for example being able to show your workings in math even if you don't get the answer right, you may have used the right methodology. I'm also not clear on how AI would work with handwritten work. I think it is important to not move everything onto screens as the act of writing helps you retain information and your brain processes the action differently to typing or reading on screen.
105. Replacing teachers with AI, extremaly negative effect on social skills (observed and still paying off pandemic on-line schools), negative impact on thinking skills
106. No
107. If it’s aimed at children specifically it’s not appropriate to be used at all. If we have advised children that smart phones are not good then AI falls under this
108. I do not see any benefits of using AI in education, I believe it to be lazy and counter productive.
109. Easy to take too many short cuts during the learning process. May become over reliant on AI and not actually understand the concepts or processes.
110. How will kids learn properly if Ai is doing it for them . Kids are already using chat gbt. To do homework for them. I don't agree with at all .
111. I feel AI will turn our children into robots
They will loose the ability to be able to think for themselves
112. Relying too much on AI without even attempting the task themselves first is concerning. I don’t like the idea of children going straight to AI for answers. Especially when it comes to writing an essay, they need to be able to think independently, carry out their own research, and formulate their own phrases and texts to express their ideas and concepts, before using AI to proofread or fact-check.
113. Opening a secure system to an insecure infrastructure. Not knowing the details of the ai agent in use and potentially allowing children's information be available to hackers etc.
114. AI is a system based on information gained through the internet and other media. The media does not reflect the truth and is there to manipulate. Rubbish in Rubbish out. Learning must always be based on the truth,
115. Children’s reliance and exposure to technology in every area of their lives potentially destroying their creativity and need for certain skills
116. Tracking our children from primary school. I really hope that there are rules to not use children's real names when using these systems

117. That the basic skills required before ever using AI might be lost or never developed if AI is used first. The ability to reason and discuss things out is critically important for education, understanding and practical work in the real world.
118. Development of critical thinking in childhood and young adults. Affect the Development of Problem solving skills. Over reliance on AI.
119. Major concern that teachers will sit back and lean out of teaching.
120. Negative impact on critical thinking skills and reasoning.
121. I have strong concerns regarding privacy and data security. I am also concerned about what effect the use of AI will have on the teachers understanding of the subjects they are teaching. E.g., writing a test is a good check for a teacher to ensure that they really understand what they are teaching.
122. Impact on critical thinking and creativity
123. 1. Numerous recent instances where AI manufactured/made up scientific papers to support a particular thesis including providing legitimate looking citations, which did not exist. 2. The difficulty AI has with saying 'I don't know'. 3. Recent instances whereby quotes by an individual were made up to sound 'like' something or similar to something else they had said.
124. suppresses the ability to obtain the necessary information from different sources (for example, for a school project), no practice and ability to develop research skills.
125. Lack of critical thinking skills been developed
126. Standardisation of AI tools to ensure proper selection, training and use of AI tools
127. Whilst I'm happy for teachers and SNAs to use AI to streamline their work I am Enormously concerned regarding the use of AI in class by students particularly the screens that will undoubtedly be used to utilise AI in classrooms. Children should not have any access to any devices in school.
128. It's not needed, it's making humans lazy and it's not always accurate.
129. My concerns would be around using AI to create homework such as providing text for essays, and as such preventing the development of writing skills or developing their own unique expressions. However using it as a better version of Google search or to prompt with questions to test their understanding would be very positive.
130. AI uses fresh water, it is bad for own planet
131. Minimises the role of the teacher
132. I selected a benefit because the question was mandatory. I do not think there are any benefits – morally, environmentally, socially or educationally – of using AI.
133. 1) Risk of loss of critical thinking skills 2) Ethical use of AI 3) Potential loss of jobs as a result of AI 4) Carbon footprint of AI
134. absolute laziness
135. Potential loss of opportunity to develop critical thinking and/or executive function skills, risk of negative influences either by poor design or orchestrated by developers/owners in line with political alignments (etc)

136. Serious Ethical concerns regarding motivation of tech companies behind AI platforms such as Grok. Loss of capacity for independent critical thinking and potential for manipulation.
137. AI is still something that needs to be improved as potentially it could give wrong answers to questions
138. Degrading of social skills, ability to create your own projects, essays, etc, skills and competence in future professional life
139. A.i should not be a substitute for a teacher or teaching. Easily this could happen for some teachers as they could misuse the apps and lessen the work load by using more and more a.i which is not beneficial to the children. If apps are used to correct homework/tests etc there could be errors and not accurate. If used for teaching the information can be wrong, too advanced or not for their age as per class as every child's needs are different in a class and ever classroom is different to each other
140. I am worried my child may not retain information as well if she learned things herself or researched topics herself.
141. Huge ethical issues with how AI tools are developed.
I didn't select accuracy of AI content, but that is because I assume that teachers and pupils will have to learn how to use these tools critically and be aware of that risk.
142. Race and gender bias in AI based on the LLM models used.
143. Children need to be taught critical thinking / analysis skills also to be able to truly understand what AI is saying and understand if it it's true or not
144. We didn't even figure out the implications and mess we created by unleashing new technologies like screens, social media before being able to evaluate consequences. AI has the potential to become even more dangerous, addictive, while removing genuine teaching, learning, critical thinking.
145. AI can only create or assess very standardised formulaic tests and answers. Teaching and learning is very individual.
146. Kids become reliant on AI to think for them rather than learning how to think for themselves at a period of critical development. I believe it is hindering their development of critical and second-order thinking. With everything at their finger tips, the need for building a strong foundational knowledge base through memorisation and factual recall is diminishing. I don't believe kids will then be able to develop complex frameworks of knowledge and associations needed to deeply understand topics.
147. AI stalking, recording and videoing without concent and spying on your privacy.
148. lack of adequate support and training for both teachers and students; ethical concerns, copyright issues and environmental impact
149. Lack of knowledge
150. I don't believe it is needed at all in primary schools and it should be discouraged.

151. Really can impact the critical thinking skills of students. If there is an easy way, that way will be selected. They are a generation that will grow up immersed in this technology without the anchor of a world that did not contain it. The fear is that, for them, it will be normal that AI decides for them and can be trusted.
152. I am a software engineer working in AI. It should have absolutely no place in education or any domain which involves children under the age of 18.
153. As AI relies on existing content to learn the ability to be taught completely new perspectives could be diminished.
154. Do teachers fully understand the students ability if using AI to correct tests?
155. overreliance of teachers and students on AI generated ideas, plans and content
156. I am very concerned about how AI will reduce real human connection and relationships
157. No concerns
158. See comment at No.9 above
159. As previously stated, it is not yet working well enough to expose children directly to it - needs STRONG regulation and oversight.
160. Sustainability concerns, sycophancy, mediocrity with critical thinking or discernment. Safeguarding concerns. Epistemic responsibility. Algorithmic manipulation. Poor investment and infrastructure choices. Cognitive offloading
161. The training of AI is currently being done in breach of authors' copyright - as in books and documents are being scraped to train AI - in simple terms this is akin to going into e.g a library or books shop, taking all the books and photocopying them for content and returning them to the shelves. I would also have concern about the student or teacher relying too much on AI for assistance and not building skills to communicate effectively with the written word.
162. It has to be specific AI for teaching not an all purpose LLM. It has to refrain from opinions, world views and agendas. Only facts, reason and the scientific method. As well as developing critical thinking in children. Veeery important
163. security, AI can also give non intelligent results
164. “Teachers and students” becoming “objects and subjects”
165. Children need to learn to become critical thinkers and use their brain to work things and solutions out..Depending On AI, will wipe this out and we will raise a generation of "clueless " children, who won't be able to think for themselves, problem solved, critical thinking skills will be null and void. The brain will literally die... Hippocampus shrinks, neurons and pathways disappear and be one defunct from lack of use. Am not against AI, but the proper way to use it must be encouraged to be interacting with it when using. E.g So get AI to develop a test to test you on the functions of the heart, or have them proof read essay, you have done and highlight anything you may have forgotten or need to develop further.
So always interacting...not handing over the tasks to do

166. In my experience, I find chat gpt experience same as discussion with a tutor or even better. As it's so fast to go through the material to see why eg code isn't working..I didn't expect to have a positive experience, yet I did..I just reference in my project which parts are fixed with chat gpt.
167. My biggest concern is losing general basic skills as we rely further upon AI and stop creating those precious neurons within our own brains. You will also lose self confidence in your own work as you will rely on AI to write 'better' . Critical thinking is also weakened. Teachers are also at risk as they rely more and more on AI created lesson plans. It would be better to treat AI as an entirely new subject added to the syllabus. Teach students how to use it and when to use it. How to question sources and base their research on facts from first source and not just the first line on AI generated info on the first Google page opened. Teachers are our greatest tools and defense against lazy thinking but if we create teachers who rely on AI to help carry the load, we might as well give up now on our children learning new skills. A very basic example of this - my mother is in her 70s and can still accurately do arithmetic in her head. I a a child of the 80s - I do not trust math in my head - I reach for the calculator. A child in the AI age will not even bother using calculator when its easier to use Alexa to Siri to do the math for them. We are losing skills. Not gaining them.
168. Students not developing critical thinking, creativity, resilience (from working through challenges), students becoming reliant on AI.
169. Facilities laziness - both students- Let AI do the work/project etc....likewise in teacher - not preparing own lesson & therefore can gloss over the actual teaching aspect of tje topic
170. Holistic teaching of AI incl. morale aspect of it, it's toll on the environment, risks, vulnerabilities like bias and hallucination. Teachers and students needs to be aware of those and understand how to work with it.
171. AI makes ppl lazier, it skips to the end, leaves out learning, just gets the answer. It's also bad for the environment.
172. I would not support the use of AI in many aspects of education. In particular where a child inputs data to an AI assistant or AI bot.
For example - "AI helps with essays or projects" - I believe this should not be allowed. A child's imagination is their own and at a young age its so unique, its best to hear their own thoughts and ideas.
Privacy - Most AI bots / AI assistants do learn/record what you input. A child cannot be inputting data to AI - they may accidentally input personal data in an essay submitted (theirs or a class mates -GDPR concerns) .
I would support its use for admin work for example correcting binary assignments (yes / no / true false questions, maybe Maths).
173. I am concerned with an over reliance on AI and feel that there should be checks and audits at a minimum to ensure that marking is accurate, and adjusted lesson plans are reasonable. My main concerns are related to hallucinations and self reinforcing algorithms.
174. That they won't learn to think for themselves. Safety factors. The information isnt regulated for kids, I as a parent/my child's teacher has a better understanding of what is appropriate.

175. All the above and also children being unable to think for themselves, looking rather to AI for the perfect answer or becoming very lazy and looking to AI for any answer. AI cannot journey alongside a child and does not take into consideration all the circumstances surrounding that child. AI does not see the individual and therefore cannot treat the child as a unique individual. It is being let in under the rouse of dealing with your child on an individual basis according to their level but in doing so it treating all kids the same, blanket approach and also, where is the motivation for a child to work harder, where is the healthy competition, where is the wake up call when not working to your potential but just being allowed to coast, where is the a child's sense of self discipline and work ethic.
176. Takes away real life personal interaction
177. Is AI making everybody lazier, people not inclined to research or look up anything anymore...just take the quick fix option making us more lazy brained
178. Bias in AI
179. Unknown effects. Screen addiction worsening. There is new research coming out about AI precipitated delusions, could affect young people with mental health problems or additional learning needs.
180. it can limit critical thinking
181. AI is good as far as it is as a support to improve a skill, not as a tool to replace a skill completely. A kid needs to try to learn the way to search for information and elaborate it himself/herself. He/She needs confrontation with others about ideas and problems.
182. Lack of critical reflexivity and risk of kids being indoctrinated with fake news / misinformation / and education tools leveraging AI not guarding against bias and promoting lack of tolerance to difference and diversity across a multitude of areas from race to culture to gender or LGBTQI
183. Reduced ability to learn as AI gives you answers
184. De-skilling children from developing their own cognitive ability for problem solving etc
185. Too much reliance of AI, thus relieving lazy teachers of actually doing work, caring for the child that finds it hard to learn
186. Na
187. All of the above
188. I have only seen ai in a negative way
189. Impact on critical thinking and analytical skills. Becoming "lazy", not checking the source of information which can lead to spreading misinformation.
190. The environmental impact of using AI is missing from a lot of conversations about it. Things that humans can achieve themselves should not be replaced by AI. It is not a tool we should be using widely and without critical thinking.

191. There is a growing body of evidence that show that the use of AI in daily life, as well as in education, is destroying people's abilities in creativity, original thought, critical thinking. Outsourcing much of our writing to AI is causing our brains to atrophy. A recent study by MIT showed that the brains of people using AI vs the brains of people not using AI to complete tasks “consistently underperformed at neural, linguistic, and behavioral levels. Over the course of several months, ChatGPT users got lazier with each subsequent essay, often resorting to copy-and-paste by the end of the study."
As someone who has worked in tech and in social media for 15 years now, I cannot stress enough how damaging this technology is for all of us, and particularly for younger, more malleable, more gullible, less critically aware minds. As a society we should be focussing on keeping screens, tech, and AI out of classrooms for as long as is possible. As anyone who works at the forefront of tech will tell you: they do not let their children use smartphones or other devices. The future that our children will inherit will be very different and the most important skills they will need are creativity, curiosity, the capacity for imagination and original thought, and a communal approach. Those are going to be the most important differentiators in terms of their success in the workplace, and in life. Our school system currently squashes their creativity as much as possible to make them fit into the model of what is 'expected' - if we could lead with creativity and curiosity first, we would be sending them into what is sure to be a very different world as well equipped as we can.
192. Concern about the data being returned to students not being age appropriate
193. Reliance on information with dubious or unreferenced sources. Teaching children without critical thinking skills yet developed an over reliance on AI/google as master of all information
194. I am very reserved when it comes to AI being used in schools by / for students. I'm afraid this will lead to future generations relying entirely on AI, not using their own judgements, brain not being challenged which will inevitably lead to the kids being dependant on AI every time they would need to solve a problem or use their brain. I am for a traditional education where AI should only help teachers with managing the school days but not 100% relying on AI.
195. Student becomes less inclined to learn by doing and asks AI to do work for them, making them lazier over time.
196. My main concern with AI is children not learning to write using a pen for example or not critically thinking for themselves first and reaching out straight to AI
197. AI is not helping children or teacher. It makes them lazy and it has been scientifically demonstrate they will use less their brain. It is not an help, it is the way to make people useless more than ever age. Using in early childhood will create a weak generation where anybody will be able to make a proper thought or even create a text their own.

198. There is no such thing as artifical intelligence as no machine has attained self awareness . Its assistive intelligence support at best.
199. Reduces ability to formulate independent views and research. With AI's ability to summarise data the ability to do this and focus for longer periods will be lost through automation and the ability to innovate well be dependently think could be reduced
200. The influence of tech companies on shaping education for their own financial or other benefits
201. Creating a generation of auto bots and not analytical thinkers, loosing the ability to enquire , research and understand what you researched
202. I am for classical way of looking for answers, meaning library, searching in booksthis will teach the kids problem solving , looking for answers not by just having answers given to them ready in phones, tablets etc. They will learn by using classics way to give more effort. And AI will be later just easy tool. But first they should learn classics way how to get answers from books, by conversation, by asking righ question to other people who may have answers not the robots.
203. Concern about the harming effect on the environment.
204. Ensuring equal opportunities for all students, particularly for those who may lack easy access to the same technological resources, as well as those who may not have support or guidance at home for using these tools.
205. Reduce the childrens capacity to think for themselves
206. Dumbing down as people use it more and more. Taking decisions out of teachers hands when they are the people who know the children (as well as parents)
207. A concern that children won’t value their own inherent creativity and use that in the first instance when given a task or requested to solve a problem a concern that the artistic capabilities we have as humans will be lost and replaced by digital media
A fear that children will live in a world where they will struggle to understand what is real and what isn’t
208. Makes the mind excessively lazy. Makes us more depended on technology. No allowances for variation of said subject that can occur that has not been originally added to the AI system creation

Q17. Do you believe AI can improve your child's learning outcomes? Other responses

1. I am aware, watching and using AI but mainly I am concerned about the big tech use of data and profiling
2. I'm not certain it will help them learn anything, however it's important they know how to use AI
3. If used responsibly, but I am very concerned that the limitations of AI will not be appropriately communicated or addressed.
4. I believe AI can both massively help when used well, and massively hinder education when user poorly. Open access to chat based AI is risky for children, as chat topics and details are not well constrained and children can be exposed to information or ideas they cannot handle. At an extreme children can for excessive attachment to chat bots as a virtual friend, reducing valuable interaction with others.
5. Helpful to adapt to neurodiverse childrens needs
Unplanned landing of AI on teachers won't achieve the desired outcome
6. Perhaps tailored work plans for the individual might be something that AI would be beneficial for.
7. I am seriously concerned about how much time we spend infront of screens and I believe it is proven that in that way we do not retain information
8. My child is too young- she is only in 1st class. AI and its uses and benefits should be introduced at a later age- post primary
9. My child is dyslexic so I'm sure certain aspects of AI would be helpful for her. Would need to know more specifically what is being used by her teacher though to be fully informed about it
10. Only in very limited contexts, like supporting a teacher making tailored lesson plans etc
11. Encouragement for learning through gamification and new technology
Learning what is of most interest to them
12. Please teach them to use their own critical faculties and how to find real and trusted information and evaluate sources.
13. Teachers should be trained to use AI responsibly as well.
14. Very concerned that they have to rely on AL and not their own intelligencem Concerned about bad actors pushing ideologies especially trans ideology
15. Sometimes AI is unreliable providing wrong, or made up information
16. It needs to be use in the right way, to support reasoning and learning rather than just outsourcing all the work. We all learn the best "by doing", so if children stop writing essays, trying to memorise facts etc, the consequences in terms of brain development can be very serious
17. For some topics such as learning a foreign language - yes. But I do believe that AI should only have limited use in schools
18. Yes, in some instances. But I worry about teachers, schools and children relying extensively on AI tools.
19. There is not a compelling evidence base yo support claims that AI can enhance attainment of learning outcomes in real world contexts.

20. We are early adopters of AI and other tech - my children have already produced substandard work by relying on AI tools, especially using Google translate for Irish tasks and using Chat GPT for history assignments. As parents we have had to be skilled enough to spot the misinformation, the mistakes and the awful translations. Children need to be taught the correct information by trusted teachers so that they can see the errors for themselves when working independently. Otherwise it is a case of slop going in, slop coming out. Not an outcome I want for my child's education.
21. Only if used to supplement, if there are checks and balances, if students and teachers alike understand the risks. Should be processes and policies in place for checks and balances
22. Yes, if used the right way- in moderation.
23. Our child is Dyslec so I see beneifts to AI assisting her education ie : spell check in essays etc
24. I think children need to learn how to work alongside AI because it is here to stay but they need to learn how to use it in a manner that helps them rather than hinders how much they are actually learning.
25. Learning outcomes is a narrow window. We should focus on the impact outside the outcomes. I want a happy child growing in confidence and independence, not machine-assisted, regardless of the efficiency, or throughput.
26. Learning outcomes is a narrow window. We should focus on the impact outside the outcomes. I want a happy child growing in confidence and independence, not machine-assisted, regardless of the efficiency, or throughput.
27. Using AI will reduce my child's ability to think critically, every this will be easy and just a click away which will not be good for child's brain, personality and social development. My child will be more dependent on AI rather than using her own brain.
AI should be used in limitation that should not effect child's overall development.
28. I think the idea of teaching our children "responsible use" of things like social media and AI is about a fallacy driven by the tech companies themselves. Any investigation into the impacts on children of the use of modern technology all yields the same negative outcomes. I always ask the adults in the room "how many of us feel like we are not managing our technology well?" - everyone puts up their hand. And yet, we are asking children - whose brains are still developing and forming - to somehow handle their technology "responsibly". They don't stand a chance if we don't stand up for them.
29. In some formats AI can help children to learn, but I don't believe it is effective as classroom-based learning with their peers. But I believe it can play a positive role if managed and moderated, e.g. my son is starting secondary school and he has been using Duolingo for a few months to prepare to learn French and brush up on his Irish. He is very interested in engineering and uses AI-based software to design and build machines through his playstation.

30. I believe it’s great but for older students not for junior cycle and senior cycle.
31. Sometimes
32. It can if they are taught about it. Schools and the curriculum need to adapt quickly, AI changes everything, I use it all the time in work and many jobs have already been let go because if it
33. It all depends on the child. If a child is inquisitive and very open to learning, they will use AI to satisfy their curiosity and carry on their research to expand their knowledge. Otherwise it can encourage cheating and lead to complacency, with pupils relaying on AI to do their homework for them.
34. Potentially, but wide scope for kids learning through wrong information presented to them as facts from an AI agent. Which is even worse for vulnerable children who require that extra assistance.
35. I think this is a very risky and delicate area and the speed at which it is progressing is frightening. I don’t want my children being used as a guinea pig and then us realising down the line it was a horrible mistake
36. Yes but only if used with a view of it being assistive technology as opposed to a teaching source would need to be fact checked.
37. Possibly, but the potential for harm is high. Many policies would need to be put into place to protect the learning environment. Unfortunately I do think the world we live in will require knowledge and use of ai, but it has to be thought through carefully. I’d like to see more reflection, including understanding of core values of what it means to be human included in any discussion of ai.
38. It’s all down to regulation, standardisation, selection, training and use
39. AI may be useful for children with particular additional needs, such as dyslexia.
40. I think they should learn about ai as a tool rather than being taught by ai. I don’t like the kids learning on screens at all.
41. Yes when used correctly and under supervision. It should only be done after SI has been further regulated. They're is insufficient legal framework in place and the potential for children to access AI therapy for example, needs astringent regulation.
42. It might lead to a lack of ability to research and critical thinking is essential to be able to differentiate between right and wrong
43. Not sure. If AI tools are used to help children with additional needs (e.g. for school work and exams it could reduce disadvantage). For clarity - this is not use of generative AI but tools such as speech to text or to help with grammar/spelling/time mgmt
44. Only if used correctly
45. Yes, it would mean a child could look for help without feeling “stupid” for asking for help within a classroom environment. Many children are afraid to speak up
46. I think the potential for AI to be a positive support is there, but supports, guidelines, regulations, etc are necessary.
47. Am worried it could impact their learning ability negatively

48. AI is a current and future skill for the workforce so having a solid grounding in it from school age will help with workforce integration
49. it depends! this is not a black and white subject
50. Not likely. The human relationship is integral part of the learning experience, which AI is not able to replace - especially for neurodivergent children.
51. However, digital systems breakdown and people loose manual accounting skills.
52. Only if it is used after children are taught both the upside and downside of using AI, given the skills to navigate AI safely, and their use is monitored.
53. It will allow dyslexic kids to access a 100% written curriculum
54. Yes, provided children are taught how to use AI tools criticallu, effectively and responsibly
55. Over reliance on technology at this age makes things look "easy" and perhaps introduces asking for answers rather than asking how to learn. How would that be managed? Ai actually do my homework for me! Plus in person with kids is always best. The teacher should use it for tasks and to help with efficiency. But at this age not the kids I believe.
56. I believe it may help but I am too concerned over what is going on in the background (personal data etc) and in the impression it gives kids that they don't have to work hard, they can just use AI.
57. I am a software engineer working in AI. AI is a fantastic tool for adults. It should never be used by or for children in any way. It should have absolutely no place in education or any domain which involves children under the age of 18.
58. It might however it is very early stages now and it would need careful supervision.
59. Too young to use AI. Need to think for themselves. Develop creative thinking skills
60. clearly it has potential to be useful - but cannot get in the way of human to human interaction.
61. There is little research in this space so at this point it would be conjecture. There current research indicates that technology use should be limited in the class room as children are not learning and retaining information as well as when they use more sensory tools eg pen and paper.
62. I think if can help adapt learning for kids abilities and ways of learning..it can be beneficial
63. I'm sure it will, but as per my last point, if taught how to use AI properly, it can be a very useful tool. But needs to be interactive when using it
64. AI can help children to learn up to date info.
65. Until there exists compelling independent evidence on the benefits, and whether those benefits outweigh the risks, AI should be no where near students. If it is introduced blindly I believe it will significantly impair and disrupt the learning environment at school. It is simply too new to introduce into schools yet.

66. I believe it could help a child learn in some scenarios but it would need to be very focused / limited and training for teachers would need to be precise in what it can / cannot be used for.
I also do not think it can help a child learn more than (most) teachers can help them.
67. AI is a tool that like any other can be beneficial, but can cause harm if not used correctly. I believe it can benefit most children if used correctly under appropriate supervision, though will likely be problematic for some children. I have concerns about who develops and controls and monitors AI models (Elon Musk, Meta, Trump, Chinese government are the main proponents that I am currently aware of) but think that a model for use in schools that is open sourced for any one to review, but controlled by a panel of educators could be a good compromise.
68. AI for homework and “learning” is a farce. Students need to think for themselves
69. There is an element in which human perception is more precise than AI
70. Not in any way
71. I'm just afraid it will make them lazy brained and won't be willing to research or look anything up for themselves
72. It can do more harm ...
73. Bias needs to be checked teacher must be main voice data should be confidential not shared with Ai companies
74. It all depends on how is used.
75. I think there is definitely a role for responsible use of AI at post-primary education however it needs to be coupled with courses which build up teenagers’ critical thinking / reflexivity and equally the environmental footprint of utilising AI needs to be factored in as a negative impact in a cost benefit analysis to assess it what context does the added value of utilisation in an educational context outweigh the energy, water and negative environmental impacts from the data centres and servers required to power the rapid proliferation of AI tools
76. It can
77. At a young age I think the child should use it very selectively, as they grow I think it could be used more. My child (7.5yrs) should get tutoring and additional support from human teachers, not robots - yet at least
78. N. A
79. If they are using it to build on their own work I think that can be helpful but I fear the impact it will have on long term creativity and ability to think for themselves
80. Im not sure as I have not seen AI being used before
81. It will potentially make there thought process lazy, they will value the opionin of AI rater than discuss and sometimes AI can be wrong
82. Yes it can improve on paper it but the result can be false. I work in ed-tech and I don't trust an algorithm to assess my child's needs, skills or performance. There are so many subtle details that only a human can understand.

83. I concerned that child will stop thinking
84. I think social skills will be affected.
84. I think social skills will be affected.
85. No, and it shouldn't be used at school
86. The cost of improved results may impact the ability to deliver original content independently
87. I don't think young children should have access to AI / Tech
88. Yes, if used correctly
89. No I don’t believe it should be used in schools or replace human perception and interpretation of children’s learning or their outcomes.
90. There's a fundamental need to embrace AI because it is everywhere always at once. Ignoring us is going to set us behind culturally generationally and nationally
91. I fear that AI is a shortcut and takes alot of the work, research, language skills that is required in getting an education and that AI will actually cause a knowledge drain from our society.

Q19. Which of the following should AI be used for in the classroom? Other responses

1. None of the above.
2. None, all of the above is the teachers and parents responsibility
3. I'm really not convinced it should be.
4. I don’t know enough to comment
5. I am not sure at this time
6. If the internet is flooded with AI, it could be corrupted. Information could be incorrect and this could be a problem with sources are not checked correctly.
7. Not appropriate at primary level in my opinion
8. How would I as a parent know both what is possible and what is appropriate, that’s is the role of the Dept of Education who should list their advisors in order that there be transparency similiar to lobbying
9. I think it there should be more general knowledge about AO before it is introduced into the schools
10. Again, this question is skewed towards AI being used.
Nothing of this.
11. The path to full 1:1 personalized tutoring won't be that long.
12. None.
13. NONE of the above. Not at all. No. And the previous question 16. left out my preferred option: "my child should be taught how 'AI' actually works - and not to use it."
14. summarising information? Some research, some ideas, basically overcoming the blank page
15. None of the above.
16. None, it shouldn't be used at all
17. administrative activities only
18. Not at all! Previous generation learned perfectly well before it was created
19. Give us an it should not option. It feels like this was written by AI because it's poorly done.
20. I don't think it should be used
21. Using AI in education is highly dangerous and will degrade the education system.
Teachers need support with their workload and admin but we should rely on AI for this. Having broad mixed ability classes instead of streamed classes is leading to a huge amount of differentiation being needed from each teacher.
AI is vulnerable to misinformation, bias, and is creating an environmental disasters.
I'm no Luddite, but AI is not nearly reliable enough to be used in this way.
22. "should" depends on the child, scenario and adults involved in their education.
23. Nothing - should not be used in Irish classrooms due to privacy concerns, selling data, and child protection issues
24. No requirement for AI

25. Any imagery or audio created using AI stealing work from anrtists and shouldn’t be used in any context.
26. It should be used to teach basic programming. This is an area that many teachers are not experienced in and AI can teach it very simply, step by step.
27. I don't want any of these. Teaching is not a job which AI should be replacing.
28. n/a
29. AI is not ok as it is underdeveloped and I have found it to be inaccurate. Inaccurate AI robot used to assess children's school exams???
30. Teachers have taught long before technology and AI.
31. Monitoring progress
32. I think it can be used for all of those tasks as long as it is not relied on exclusively without being reviewed by an actual person.
33. Shouldn’t be used
34. It should be sized for preparation and scoring not during teaching.
35. I think children should be taught about AI, how it works, and what its limitations are. I don't think that they should be using it on a regular basis as part of their education.
36. I think it should not be used at all. It damages the brains of teachers as well. This is backed by sound scientific research
37. Generating study plans
38. For younger children, none of them!
39. None, would rather it is not used for anything
40. AI should be used in ways that support teachers to teach in line with best practice - not as a cognitivist-focused replacement for social snd emotional learning approaches.
41. Again, AI cannot yet be trusted to perform most of these tasks accurately. The kind of system that would need to be developed that could do this work would be massively expensive. Please invest in teachers and supports instead.
42. Supporting teachers on class prep, planning and admin
43. Teaching them about responsible use of AI, how it actually works (basic AI literacy€ so that they can be informed on the risks as well as benefits and use it responsibly
44. None
45. No AI. Analogic tools , teacher insights, reading, researching in dictionary and books...
46. No AI. Analogic tools , teacher insights, reading, researching in dictionary and books...
47. NONE
48. None. AI is unethical
49. Ai has no place in the classroom. Teachers are their to teach , why are teachers not willing to teach . Quality of education is brutal particularly over the last 12 months
50. None.
51. none of above

52. I don't think AI should be used in the classroom. I think it sends the wrong message to the children as well as the risks of long-term educational impacts for everyone (educators and students alike) concerned.
53. Trust the teacher to use it for what's best. It will save teacher lots of time thus allowing them to plan better lessons and become better teachers.
54. Not sure
55. Not to be used
56. I do not like the over-reliance on AI. I am concerned about the impact it is having on the general population's ability to think independently.
57. I do not see AI as offering any decent improvement in any of these regards.
58. I don't know if any of this is wise
59. None
60. AI must be an aid to the teacher. If we replace teachers through AI it will not work out well for children. I see danger.
61. AI should never be allowed to aid on the assessment or grading process at any educational level.
62. Things like language skills using Duolingo
63. We should be able to trust the teacher and the system. AI has questioned that
64. AI should not be used in the classroom, except as a topic to study.
65. I'm not supportive of any of these uses, but I imagine it could help teachers. I just don't think ai should replace teachers involvement in these processes.
66. It should not be used
67. Making it a more equal learning environment (I have a child with Dyslexia)
68. Supporting the social element of learning at all times
69. None of this
70. Not used
71. It shouldn't be used. Humans need to teach humans not robots. Why it's necessary in a classroom without parents prior knowledge blows my mind!
72. None
73. Giving children experience and knowledge about a real world tool that they may be required to be able to use in the future. I think it's harn reducing for children to be exposed to AI in a safe and supportive environment that will educate them about it's pros/cons benefits and potential risks.
74. Support the teachers with material and tracking of childrens progress
75. None
76. All output should be directly monitored by the teacher.
77. None, I do not believe that AI has a place in our classrooms
78. I don't think it should be used.
79. nothing
80. I don't know enough about it to say
81. Audibly Describing images and videos

81. Use with caution. If used to generate content for class heightened awareness and training needed for teachers or other users on how to mitigate the inherent biases within many AI and GenAI tools. For instance - ask for a picture of a computer scientist and see what you get?
82. It shouldn't be used at all. It's a conditiong tool and has no part in any education
83. It shouldn’t be
84. AI should not be used in classrooms.
85. None.
86. Some of these would suit secondary only
87. provided it is all verified
88. Don’t know enough to answer
89 .All the above are good use cases. I find it important not to give AI the ability to profile children in identifiable way. AI should not be used in automated way where human input, judgement and contribution is left out of decisions and the learning process.
90. I don't think it should be used
91. As an assistant tutor which will work alongside the teacher.
92. Text to speech software
93. None.
94. Preference to use tried and tested methods from college and teacher training.
95. If a teacher requires AI to develop lesson plans or many of the options above, then there is an issue with the teacher's basic skills. If information on my child has to be uploaded to AI systems to tailor lessons, then I am against that.
96. I am a software engineer working in AI. It should have absolutely no place in education or any domain which involves children under the age of 18.
97. AI should not be used in education
98. Just for teachers admin. Not too be used directly on children
99. None they should not be using AI
100. Really not sure about its use at all
101. I don't believe it should be an aid
102. Not sure
103. Im not familiar enough with it and the privacy issues around it to have an opinion on whether it would help my child.
104. I don't see a place for it in the classroom
105. Ugh, for now I just dont want it used for anything child facing.
106. Teachers must fact check everything before using same in class.
107. It should not be
108. Finding out kids strength, Their individual needs, What are their strengths, What may be a possible career path for child based on what they like/what they are great at.
109. Should not be used
110. I don't think that there is currently a place for AI in the classroom
111. Nothing. Keep it out of the classroom unless it is a class subject to teach students how to use it responsibly.

112. None
113. None
114. AI in instances gets details and information wrong even within the academic referencing space and knowledge space.
115. None - it should not be used in the classroom. It could teach children that AI is the ultimate authority - over parents and teachers. That teachers are not good enough and neither can be trusted.
116. Again, not sure this is needed. Isn't this what we need teachers for and interpersonal learning skills.
117. I don't think it should be used much.
118. Since "Ai visual materials and audio materials" are mostly stolen materials, I do not agree much on that, unless it's something very very basic and simple and necessary. Each child had different needs, so I will like to use Ai just when it's necessary to help.
119. AI should be utilised for repeatable tasks where existing processes are too time intensive and whilst the tasks are required teachers don't add value by doing them to free up time for value adding tasks.
120. For teaching content generation it's only a benefit for teachers, and that's ok. But for students or grading, I do not believe it's advantageous
121. None! This is madness, teachers should be equipped to teach children without aids.
122. N. A
123. I need to educate myself on AI
124. Children Should be taught how to prompt and use AI effectively. Should be encouraged to use it as a research assistant
125. None
126. We should not teach children to generate pictures or audio with AI because it makes real creators lose jobs. Pictures and audio generated by AI use people's real work and copy it.
127. None of the above! We do not "need" AI for these purposes. Humans have been doing this without issue and integrating it into school teaching is a slippery slop.
128. None
129. I believe in the present world where AI generated content appears very frequently in front of our eyes, it is better to let children start from basics of the reality when it comes to education. AI aids the brain to work less. n my opinion, the demonstration of any content or experiment taken from a real situation and carried out by a real human is more beneficial to the young population.
130. Simplify everything it is not the way you can be more productive, it is only a way to use less your brain and it shouldn't be use in any part of child education.
131. Again, this feels like jumping on the train of AI without having the foresight that it might have a HUGELY detrimental effect on young children whose development becomes stunted by an inherently flawed set of systems.

132. AI should not be used in child education
133. None
134. Why is it Should?
135. It should not be used. I see with older children in post primary using iPads, that they cannot regulate time or focus instead scrolling constantly on iPads. We are loosing basic reading, writing skills in primary and post-primary level at the alter of technology. Ireland will not have a generation of digital students, but rather it will create a generation devoid of curiosity, creativity, & innovation due to lazy reliance on AI and technology to have basic answers.
136. Individual student learning patterns, strengths and weaknesses to recommend personalised learning paths and working at optimal pace/level.
137. Monitoring progress, real time alerts when student trending off track or not meeting predicted potential.
138. Data driven decision making to inform curriculum adjustments.
139. Facilitate better communication with parents/guardians by providing insights and progress reports.
140. I don’t believe we should be directing its use in our education system. Countries in the Nordics with renouned education systems are moving back from using technology in teaching.
141. Ideally never
142. Have a look at what they've done in Saudi Arabia with the classroom of the future it's a really interesting way of immersing children in a situation for learning.
143. Take a look at what the alpha schools are doing in the United States where kids have responsibility for their own learning path
144. I don't believe AI should be used in the classroom.
145. None of the above
146. None of the above

Q21. Should AI be used to help personalise your child's education based on their strengths and weaknesses? Other responses

1. while I see the benefits of that I struggle with the rise of Eugenics in the US and thus big tech and I think that presents serious concersn
2. Yes, but use the right tool for the right job. Giving Children direct access to ChatGPt is not the right tool for most jobs in education.
3. Yes but with the input of the teacher too
4. There should be no outsourcing as companies do not tell us about the underpinning assumptions in their models and there has been evidence of building in bias to the algorithms for gender, ethnicity etc
5. There is a balance to be struck here.
6. As mentioned before I believe we should have a better knowledge of AI before we let it enter the schools
7. Again, a myth close to 'learning styles'
8. A teacher should be doing this
9. "Should" is the wrong word. "Could" it be used, yes!
10. As long as no personal or defining data is shared that could single out a child's identity, and only in conjunction with teacher input
11. Especially at primary level, I would be concerned about children falling behind if they are not being taught the same things at a similar rate to their peers.
12. Again I am concerned about bias
13. This should be researched in the context of the Irish education systems before implementation.
14. Simple AI such as spellcheck already supports some children's learning. I think it is worthwhile exploring AI supports for Assistive Technology so that disabled children get more equitable access to education. In most cases, AI is not needed to support learning.
15. Our child is Dyslec so I see beneifts to AI assisting her education ie : spell check in essays etc
16. Let the teacher develop the intelligence including emotional about what's the best path.
17. Let the teacher develop the intelligence including emotional about what's the best path
18. Yes but only with oversight by the class teacher
19. A key part of a child's development is not just a factual transmission of knowledge, it is a relational experience. The relationship a child has with their teacher - from human to human - is one of the most important relationships a child will have. It will impact their relationship with others, it will impact their relationship with learning, with navigating challenges. It will impact their relationship with themselves - do I see myself as capable, worthy and valued or not. Ask adults "who was the person who "most believed in you?" and many will talk about teachers or coaches in school. Do we really want to replace that with "My agentic AI-bot really believed in me"?
20. I believe the teachers can do this effectively.

21. Shouldn’t that be a teachers job to personalize each child education or way of teaching based on strength and weaknesses? There was a saying hard times make tough people and easy time makes weak people
22. Teaching should have an element of human intuition and interaction to tailor lessons to a particular child.
23. It’s up to the teacher.
24. That should be between teacher and child
25. Not sure - at the moment our schools (most them anyway) have more or less a level playing field in terms of how and what children learn. Using AI will make it more of a child led system with teachers becoming facilitators but each child on their own learning trajectory and perhaps having no common ground with other kids in their class - classes as we know them may have to be based on abilities/proficiency rather than age.
26. These questions make it sound like a child would be sat infront of a computer screen with ai as their teacher. I’m just not comfortable with that. We know from psychology that learning in children happens in the context of relationship.
27. If teachers had the learned skills to do so!
28. Depending on how well AI can accurately assess this. I feel this may require a human touch
29. Whilst adapted learning would be useful students still need to be prepared to pass standardised tests which form the basis of our second level system
30. Only if it's done ethically
31. In a world where the type of data required to be uploaded can be exploited and the fact that AI's success is dependent on this free access to this data, I would not be comfortable with this.
32. Maybe but under supervision.
33. I would like to think that the teacher, who knows my child as well as they can would do that with the aid of AI
34. Privacy concerns
35. Only if they have special education/learning difficulty requirements.
36. Depends on the use case, risk mitigation and storage and processing of the outputs. Also agentic Ai concerns.
37. Teachers must fact check everything before using same in class.
38. a balanced approach and input from the teachers
39. Only in SET
40. It depends on the situation. I would prefer that AI is used only if it can tailor the lesson to help my child improve on their weaknesses, as opposed to it deciding to only focus on their strengths.
41. Teachers and school counsellors see our kids every day and are in the best position to determine the best route forward. AI will be using data and not social cues or personality.
42. Again, this technology is too new. No evidence. What errors will it make? How will those errors potentially impact my child? We have no idea.
43. AI would have to be used in every aspect of life then if it helping you with your weaknesses at school then your going to need it to follow through

44. What will humans do?!
45. It could be the base of the work, but the technology at the moment is not where it needs to be to not have an human on the loop
46. Yes, but it's best that a teacher would do so.
47. Na
48. None
49. How would that work ?why do we need AI to do that?
50. I don’t believe we should be adopting AI in our education system. Education is too important to experiment with how are children are developing. It could be systematically be tampered with and could damage our education system and our children’s development. There have been some very concerning issues and concerns raised with the use of AI from technology industry founders and experts.
51. What is expected here, is AI supposed to created personalised 1 to 1 education plans and how exactly will a classroom of individual teaching plans work?!

Q.23 Would you support you child using AI tools to help with homework (e.g., writing suggestions, maths help)? Other responses

1. Not sure as my child has dyslexia and dyscalculia
2. It is critical that individuals can ‘do’ the tasks before they take up roles to oversee AI
3. I think my role is to help with homework.
4. No I don’t buy it’s not going to go away so my child will have to be shown how to use it
5. I think children should not use AI constantly but experiment with it and see what is possible. Also, we may need to look at how knowledge is assessed if AI is doing most of the work without input from kids.... so more creative homework, testing on the spot? Different ways of presenting your knowledge
6. Yes for homework, as long as it doesn't form part of a wider assessment (I'm afraid of other children cheating, while mine don't).
7. Dependent on what the support looks like.
8. There is a risk of over reliance on AI, to the detriment of learning
9. Provided it is secure and has proper safe guards in place to protect children and their data
10. I prefer nurturing the natural thought process. I don’t want my child to rely on AI too early
11. Yes, if it is a reliable tool.
12. To some extend and where feasible.
13. Yes, if used as a starting point or support tool.
14. As a checking method afterwards- or ways to remember- or when they could use in a work situation
perhaps AI could be used to learn about taxation or practical life uses
or relationship and friendship problems - Social and personal to solve problems or issues behavioural etc
15. Perhaps to give examples of technical solutions such as maths or physics problems, but YouTube already does that. Using AI for homework is no different to copying someone else's work. It encourages laziness and undermines independent learning.
16. Perhaps to give examples of technical solutions such as maths or physics problems, but YouTube already does that. Using AI for homework is no different to copying someone else's work. It encourages laziness and undermines independent learning.
17. If it helps my child learn then yes. But if it is just doing the work for her then no. I also don’t think it should replace a person helping her such as a parent or guardian.
18. Our child is Dyslex so I see beneifts to AI assisting her education ie : spell check in essays etc but not to do / calaculate the maths homework for her
19. Controlled use of it for helping children understand complex maths etc . Care is needed for using it to make suggestions to ensure it doesn’t stop children bothering to come up with suggestions themselves
20. In limited circumstances, it is useful for suggestions. It should not be used for generating answers, ie maths sums, etc.

21. This has to be an absolute no. There are too many risks - from the obvious like cheating to the not-so-obvious like developing a cognitive laziness.
22. To some extent but not to just reel off the answers or do the work instead of the student.
23. Only related to maths like giving similar questions based on ones in class to help her improve.
24. Only if they were very stuck and needed an explanati
25. I believe a screen is far inferior to a human when it comes to teaching
26. Not sure. Will the child know how to get help (how, what, why, etc) vs. just getting the answer the need to get the homework done ASAP.
27. Not in primary maybe in secondary when more developed critical thinking skills along with more understanding of AI limitations.
28. If it was clear how they could use ai, but it should t replace learning these skills themselves.
29. Using AI doesn't challenge a child's mind, it'll lead to children unable to problem solve and unable to creatively write anything without it. The health effects of that in the long term also need to be examined.
30. Only if use promotes learning rather than just giving answers
31. Me the parent, I will support my child with their homework. My kid doesn't need to talk to robots or have access to the internet without my consent
32. Again it would depend on the level of usage. If they were able to hand in AI generated work that would be hard to prove but could prevent deeper learning. It is possible that they would do this regardless so the ethical use of AI is important to learn. Using it as a starting point but generating their own work would be ideal, and similar to seeing information on Wikipedia but validating it through the source and legitimate reference material.
33. Not to help with homework, but would be good to have projects with age appropriate support learning about AI - the types and their uses and in particular appropriate use of GenAI, what to look out for and awareness of bias and inaccuracies or hallucinations.
34. Greater emphasis is also needed on building the stronger critical thinking skills necessary in a world where there is greater fabricated (mis) information. I think Finland are one of the best in class countries in this regard.
35. Also, given the increasing use of GenAI as a reference for day to day concerns and problems social skills learning on how it may not always give the best advice and the importance of talking to real people.
36. I would support them if they had to use it but I wouldn't agree with them using it
37. Only if teachers students and parents are properly trained to ensure AI doesn't become a substitute for cognitive development and learning
38. If it is required to do so by the school yes

39. There needs to be lots of education for staff and pupils, and clear and consistent guidelines - preferably agreed across all schools. e.g. varying assignments - some where they use AI as much as they want (green), some where they can use it in a limited way (e.g. for research - amber), and some where they can't use it at all (red).
40. When the basics of how to work through a maths problem / how to structure an answer / an essay are known then building on this with AI would be good
41. if it was something that was compulsary yes
42. I see children already blindly using internet searches to make (copy-paste) their homework, which skips the essence of learning and leaves the young generation with weaker cognitive skills and critical thinking.
43. Only if children are taught how to use AI tools critically, effectively and responsibly
44. Temping to just ask Ai to do it.
45. With some sort of guardrails
46. If taught properly
47. Perhaps but the lines could be blurred when it comes to assist or do, supervision is key to implement processes which will ensure that AI does not prevent the pupil from blossoming.
48. Not at aged 8/9 - I would rather he wait until he is in secondary school and be properly trained on using AI
49. They should come up with solutions themselves. If they cant get started maybe it would help getting the ball rolling and prompt like teachers would do. But if its material they have covered in class then they should be able to do it themselves without prompt
50. Depends on the policy and processes
51. Students must attempt this h/w at home themselves. H/w should be set that students can understand and manage, if they can't, the teacher must adapt / differentiate the material to meet the students where they are at in their learning.
52. Depends on the content of the homework. Id still encourage them to do as much themselves and check against AI...Id like them to remain solving the problems in maths or being imaginative in their approach to other subject homework..AI wouldn't have that
53. Only in lieu of a dictionary
54. Not for basic things. Just for research or listening to a native person use their language, Videos of other cultures, Deep ocean videos, Ascension, Meditation or frequency videos, Research
55. For research, learning videos, duolingo. Not for essays, or maths, or basic learning. Not for art.
56. My child will not be using AI to help with homework. There are other ways to support my child's needs.

57. Never. This is exactly where we should have no AI interference at all. In any instance that AI assists a student, that is an instance where their own cognitive capacity becomes reduced. If adults want to take that risk or reducing their own cognition, memory, critical thinking that is one thing, but not in a developing brain of a child or adolescent.
58. I agree that it's helpful to research but I am concerned about accuracy and also that it skips learning valuable skills and leaves gaps
59. AI takes away creative thinking and critical thinking
60. first class is probably too young, but for secondary school kids, yes they need to learn how to use if efficiently
61. Danger kids will not learn subjects rather use AI to generate results
62. If everything else has failed to help my child learn the above mentioned subjects, then yes.
63. Na
64. I would rather they come talk to an adult in the house if they are struggling with something
65. Languages and information only. Would not want AI "doing the all the work"
66. Only if the school and teacher advise me so
67. I have no experience in using ai
68. It depends AI is useful but it is not always accurate and cannot replace a teacher in explaining subjects . Even as an aid it can be restrictive .
69. If I will use it, it will be discrepancy between some personal tasks, skills and other to perfected by AI. I thing education means to be a proportional structure in pupils profile.
70. I would actively encourage them not to use them. I do not want my 6 year old (or 7,8,9,10,11,12 year old) using screens and tech in school that he is not allowed to use at home.
71. I feel i gained a lot from researching projects myself as s child in the library etc. It has helped me in my occupation. It also gives a sense of self accomplishment. I would hate for a child to not know that feeling from working hard on something.
72. Why?!?! Kids should be challenged, they should use books, do their own research without having some AI robot doing the brain work for them! They should be thought how to look for information, how to do research, how to study on their own, how to do all this on their own. AI is VERY DANGEROUS for kids that are still just learning, how to LEARN, STUDY, DO RESEARCH...If a machine (AI) does it for them from an early age, we will raise generations of „brainwashed" individuals who can never decide for themselves. This is an extremely dangerous territory = AI in schools! AI will kill that pure originality, creativity, imagination that small kids still have!!
73. Never
74. To aid research, but not to replace learning proc

75. It is difficult to assess whether the information being provided is true and accurate for those who have in-depth understanding. By encouraging its use in education we could be supporting and enabling misinformation developing further and being used as a tool to teach. The use of AI also undermines and damages developing critical thinking and creative writing processes. I believe it will dumb down these vital skills that we are working to develop in our population.

Q25. Are you concerned about the use of AI in assessment for state examinations? Other responses

1. We are still waiting for the AI guidelines promised months ago by the Department of Education for the proposed AACs worth 40% for certain Leaving Cert subjects. This is unacceptable.
2. AI not ready for use in adversarial settings any time soon. AI based grading eg for exams people care about, will be gameable
3. I'm not confident AI will be used responsibly. I use AI and teach AI at 3rd level, so familiar with some of the pitfalls. While tempting to be used in state examinations, we need to make sure we have rigorous QA processes!
4. I’m not sure what this question means. I’m ok with it being used to assist with the marking of the exams but I’m not ok with children using it for their work in state exams.
5. Hijacking this box to reiterate my previous point in the unreliability of AI for something as important as grading. Refer to my previous statement for thoughts on this
6. Lastly, I would recommend using EU survey, a free tool for surveys, rather than Microsoft, in a questionnaire about AI, where microdot is one of the main commercial players.
7. The consequences of mistakes in assessing state examinations is too great for students and families to rely on AI
8. As an aid it's OK but the current level of AI needs human oversight. AI has a sense of humour and can decide on a whim to misbehave even with the heat setting set.
9. State exams should not be assessed by AI
10. Our child is Dyslex so spelling errors will exist and AI may negatively grade her
11. I don't want to Remove of human factor and expertise. I don't have the evidence that AI is not detrimental.
12. Yes but only with oversight by human assessor
13. All roads go back to governance and accountability on this one. For me, it's like the fact that everyone wants a human being at the front of the airplane. These are very fundamental questions about what it means to be human. Why is learning and "learning how to learn" important as a human? I am concerned that in our busy, we will skip past these fundamentals and straight into "how can we implement this?".
14. I would be concerned about how the information is stored and who has access to it.
15. Although humans can mark unfairly based on their own standards, they can also pick up and infer what students mean if they happen to have small errors. AI does not allow for minor errors.
16. Not sure. We don't aĺlow voting machines but are we happy to outsource this aspect of education? I can see the benefit of automation to speed up getting results and then still getting teachers to review the AI suggested results etc.

17. Used as a pre assessor.
18. And yet it will be fairer for my child not to be just sitting a traditional leaving cert
19. Provided well tested and oversight provided
20. I have taken industry exams for years that are MCQ based with follow up questions based on the previous answers given so that kind of individualised content can be useful
21. Again I worry about how well AI may assess and understand answers for subjects like English etc. It may be too black and white to assess fairly.
22. I think opportunities should be reviewed and fully assessed for the use of AI and utilised only where there isn't risk to children or where it will benefit and system and reduce workload.
23. I am concerned - so yes but selected other in case lose text. Often AI is not a good as people think it is and if lacks transparency (blackbox). Any such use would need to be subject to rigorous supervision and be fully compliant with the AI act. It may also introduce greater bias into the process.
24. I'm concerned by the lack of use in state exams. AI would have helped my child with their junior certificate. It would have made her less conscious of asking for help from the people in her room.
25. I am concerned that an inconsistent approach might be taken - clear guidelines, training for staff, pupils and parents, wide awareness etc will be necessary.
26. I have issues around the reliability of AI and the 'false hallucinations' that occur in AI. It needs rigorous checking by a human.
27. AI is markedly not reliable enough (yet). If human judgement is omitted from the assessment for exam processes, it takes away the human touch, genuine knowledge of the child, real appreciation of effort and of outcome. It feels like automation for efficiency reasons, disconnecting the teacher from student and vice versa.
28. I'm very much concerned, especially since education falls into high-risk category according to the EU AI Act (potential AI use gor profiling of students and ifluencing student outcomes)
29. They should not be using AI
30. Certain subjects don't always cater for a black or white answer...AI is still the best when it comes to nuance.
31. It has completely unseated internal and school based assessment
32. It depends, is it properly tested, is it accurate.
33. Not overly concerned so line as good practice is is followed to have human checks of the AI outputs for accuracy
34. Not concerned if done with human oversight and a single person being responsible for the outcomes (point of accountability)
35. I think it is acceptable as long as the results can be queried and will then be checked by a qualified teacher
36. Totally against using AI to correct state exams
37. Na
38. I would rather rude to assist and not fully assess

39. None
40. I don't think AI will detect special expressions, different aspects of handwriting, simplified or multiplied solutions gave by the pupils.
41. Concerned about not being correctly assessed
42. Human must asses exams
43. It's too soon as LLM models aren't robust enough
44. Do you mean AI corrects the exam.papers??or sets the questions?
45. There is potential in the AAC for AI to be used.
46. I think we are moving to quickly to adopt untested and questionable technological development. Industry experts and leaders do not allow their own children access to smartphones or using technology for learning purposes. They understand its power to damage their development and brain and critical thinking. It can be manipulated. Our childrens education snd learning is too important to be used in this experiment. Nordic countries are moving away from using it in learning settings for those reasons. We must protect our children and our education system.
47. Yes. Technology will only assessment what information it has been given to assess. It will not allow for information possibly explained differently to what it has been given.
48. I need more information on this and whoever answers yes or no is not answering based on informed decision-making it's a bit of a loaded question.

Q27. Please tell us what kind of training you would need?

1. We need to be advised what the kids are being taught
2. Useful Ai tools fro education. Control of children's use
3. The ethics around AI, the differences between Generative AI and supportive AI
4. I would want to know more about how it is being used and to what extent the teacher is relying on it-I don’t have a problem using it but need to be sure the teacher is still teaching
5. It would be good to have training explaining what AI tools are being used and how they fit into the curriculum and learning plan
6. General training in AI
7. Better clarity on which AI tools are being used and in what way.
8. I think the schools should provide it and each teacher can explain where they use it
9. How AI will be used to teach my child, how to support my child's education at home using AI, what to educate my child on in relation to staying safe when using AI
10. Reliable and concise
11. Introduction to department of education approved ai platforms
It's here, we can't go back. Want to help them embrace it sensibly and responsibly.
12. To be informed on its uses
13. How it works within our child's classroom and security
14. Responsible tools. Data privacy. Dept sanctioned tools i.e. vetted for privacy and ethics
15. A better understanding of it's uses. It us used in on many industries to support training, with mixed results.
16. Clear guidance on what is acceptable usage e.g. research ideas for projects or inappropriate use getting AI to complete homework
17. Parents need to be told and trained in any programs or apps the school are using to ensure children are using AI correctly and the right programs so children don't just use any AI source to do the work for them.
18. On appropriate uses and approved usage.
19. overview sessions
20. General training into how to use it and how it is used
21. How it will be used in the classroom and if it can be used for homework
22. All matters can’t be outsourced to parents...please give the teachers and educators whatever supports they need and inform parents.
23. AI is growing in intelligence by the millisecond. Id imagine expert AI developers would be the best at answering what kind of training is needed.
24. Support on how to monitor and use AI apps
25. All about AI
26. Any and all
27. An online video describing how AI is currently used and plans for how it will be used.

28. Advice on the frequency of AI support before it hinders child development rather than optimises it.
29. One that offers a good understanding of the pros and cons
30. Understanding how the school is using AI
31. Training in how I can help teach my child about the best use of AI to help them at school.
32. Guidance on how to use any tools that could be used during homework
33. Help with its usage & to monitor the system being used
34. Everything , spot wrong information, dept education /government approved ai apps etc
35. Understanding how it is going to be used for our children
36. Understanding how it would be used and how creativity & privacy can be protected
37. Keeping up to date with programmes, pitfalls and best practice. Understanding the effects of AI on my child's brain and all round development. How to ensure that my child is learning and not just utilising AI to get by.
38. How to make sure information is accurate and reliable. How to make sure it is used as a tool and not as the whole sole purpose of education/ homework.
39. What it is, and how it might be used?
40. if school uses AI, what they use it for and what measures they have in place for data protection
41. if kids use it, would be great to understand that AI tools that are being used and what we can do as parents to help them in their journey with AI and limits.
42. I would need to have it explained to me exactly what it's being used for and what dataset it is using
43. Gwne4ql training on functionality
44. The pros and cons, how to spot AI generated content, reputable AI apps
45. Finding their history of Chats. Using it for SLT at home because there is none in school
46. How it is being used in her education, how I can assist that, advancing my understanding of how AI can benefit students
47. To learn about the best and most effective ways that AI can be used in education. And how to teach your kids to use AI responsibly and how to use it to get the most out of it. To find the most useful and practical tools within AI. Ways AI can improve learning.
48. How AI is being used in schools
49. An outline of current practices in schools re use of AI in classrooms. Overview of policies and current agreed best practice re AI
50. I don't know
51. Understanding how AI works in education or how it may be introduced to help teachers with the admin tasks. Also how are children going to be introduced to AI and how we are going to teach them about it

52. I’d like to know how the use of screens and lazy methods such as asking a robot for the answer is going to teach children how to learn. Not just know the answers but how to discover the answers.
53. Don't know
54. I would like to know the ways AI is going to be used in Primary and Secondary schools here in Ireland, and therefore how to support my child with its use
55. Introduction of it and the pros and cons
56. Would depend on the type of AI being used specifically in her school
57. Perhaps a webinar to explain and reassure parents that regarding its usage. There needs to be transparency and consultation with parents before this is introduced.
58. I would want to be familiar with the programs being used so that I can monitor accordingly
59. How to use AI to with a view to optimising my childs learning and how to use AI in such a way that it doesn't hinder my child's whole education in developing skills eg creative writing, problem solving, social skills etc
60. More information about how and why it's being used for the education of my child and how we may potentially use it to assist at home
61. Learn how AI is used in the education system, so that we can support it, and raise concerns if we have any.
62. Introduction to ai, can you believe data given by ai, personal data safety
63. Basic understanding of A.I. Safety concerns
64. I’m not sure that its uses are fully understood by the general population
65. Yo show us what the AI would do
66. Inform parents of what is happening 8n school and how technology is used
67. If you can train me to the point that I think it’s useful because I don’t think it is.
68. To get the training/lesson they receive aswell.
69. Details of how the school is using AI.
70. how it can used to help my child and what to be aware of and how to help them to avoid over reliance
71. Depends on how it's used
72.To understand if its useful or not. Learn what are the strengths of AI and most definitely the threat of AI regarding humanity, and its best used and monitored
73. I would like open, honest and impartial advice from experts
74. This question is ridiculous, what I suppose to answer if I would be a parent who never heard of AI. What kind of training? Seriously? Ridiculous question
75. It would be useful to learn how it is used in the school to help me to better understand the advantages and disadvantages for children.
76. Training on tools who are already available but less known/more education oriented and how to teach kids to use critical thinking in order to interact with AI correctly

77. I suppose an overview of where and how AI is used in schools
78. Information on use of same
79. Training/ experience in the use of the platforms and tools they are using. It’s not possible to help them nor police their use without any understanding of the platforms themselves.
80. Information about how AI is being used/will be used in the education system and the ability to provide feedback to those making decisions about the use of AI in education.
81. An overview of what is available out there. Recommendations and pros and cons so I can make informed decisions myself.
82. I feel the training can help outline the dangers to parents no would mainly like to see restrictions in place at a government level to avoid AI replacing teaching. Some Scandinavian countries are no longer using aAI in classrooms
83. Education on how to use it effectively
84. To understand how AI will be used in schools
85. Workshops to support parents to understand how it is currently being used in classrooms and how it maybe used in future. Also how to support child understand the advantages and disadvantages
86. Training that gives information on the background of AI and info on what it can be used for in the classroom. Basically training on the questions in this questionnaire how it would be implemented as per the questions just asked.
87. Info on specific tools being used so I can do my own research on their strengths and pitfalls, and the purpose of the tools, and how they are used.
88. training in the AI tools being used by the education system
89. A workshop to go and learn more
90. I work in education so I don’t need training. But parents will need it. Training focused on what is study mode on AIs. How it's taught to use Socratic questioning and scaffolding. Explaining how humans learn and why it’s important to practice certain things and not just let AI do it.
91. To get a better understanding of exactly what AI-related materials are being used in the school, if any and how they benefit her education so that if I feel it is not contributing to her learning, why it should be permitted.
92. Guidance around platforms most used by our student children
93. From the beginning
94. Basic
95. Demonstrations on how AI can help teachers produce classwork materials and how they instruct students on AI use.
96. I don't understand how to maximise use of AI in education at all
97. Understanding the concept and way it would be used
98. self paced tutorials, NPC talks are always of great benefit
99. Full clarity on what programmes are used, how they help, why they are needed.
100. Do and Don'ts of using AI for primary school children.
101. Mirr knowledge of what is being done in the classroom
102. More information about the scope of AI.
103. More knowledge and information

104. Talks about what A1 can do and how it's being used and how it could be abused. How to use it in a positive way.
105. I would want to know what models the specific AI tools are based on. I would want to know how students data is kept. I would want to know exactly how it will be used.
106. Guidance around what tools and programmes are suitable for helping my child learn
107. To find out exactly how it works
108. Our child is Dyslec
109. Better awareness of AI in teaching and aids to help support my child with homework. Parents need to be aware of when AI is being used in the schools and kept in the involvement of our children's teaching
110. An understanding of how it works and how it can benefit children.
111. In depth training on any and all systems used in schools. How it worka, what it does, doesnt do. Any pitfalls or other
112. Information sessions, hosted on you tube or something similar
113. First of all to let us know that they will be using AI. Why they are using AI. The programs they intend to use. Everything!
114. Seeing how it will work in school. The dualingo use of AI was a bad idea as and lost them clients
115. I would like to see what arguments are developed to have me feel more confortable. I want to see the evidence that AI is not detrimental on humans in development.
116. Curious about the arguments to make me comfortable.i get my own training fro. silicon Valley experts NOT to feel comfortable with it.
117. Lecture
118. All parents need to be exposed to a basic awareness campaign. Most parents I meet are not informed and do not know much. Their children use ChatGPT for their homework yet parents not aware.
119. I would like to know exactly in what way my child is interacting with AI and what it is replacing.
120. Not sure. Basics.
121. How to use it effectively. How to use it safely
122. Explanation of where AI is used in the classroom and why and in what forms.
123. Online tutorials would help
124. I am familiar with AI generally. There needs to be targeted sessions for parents providing knowledge on the AI tools being used by the educational sector, ie plans for how to use for marking, etc. How AI use is being taught in schools? Do children realise the limits of AI in terms of hallucinations, overview rather than detailed results?
125. Discuss on what's out there and the significance it can have on taking away teacher student communication natural discussion outcomes classroom

126. If AI is to be used in my childs education I would like to know what types and how it will be used, how information about my son will be used and stored. Is it GDPR compliant? I would like to know how I can have access to this information, who will monitor it's use, how it is regulated? Who can I contact if I have a concern or complaint about it?
127. How it fully works
128. I don’t know anything about it. All help please.
129. To ensure it wasn't doing the work for them, just aiding them
130. How it works
131. Online learning
132. Basic training
133. General overview on AI.
134. Training to understand what tools they will be using and how they work and how they benefit my children's educational experience.
135. Not sure
136. Anything really of how to set up AI
137. I would need to be convinced that there are worthwhile applications of the tool.
138. AI tools used in education
139. Training on the education based AI tools, not the common ones like chatgpt or copilot
140. How it connects into their education and understand the expectation of it.
141. I’m saying yes but I honestly think the training should be around dangers. I honestly think there is no place for this when working with children under 18
142. Information on what AI is being used currently in classrooms and how teachers are using it with children in schools
143. Im not sure
144. More information
145. Which AI tools best for students
146. Not so much training but I want to see what changes are coming or being considered
147. How to use it safely
148. Knowledge of AI potential use
149. To understand how it's going to be used . How it's going to benefit our children
150. I would like to be fully aware of the scope of AI and its potential in the classroom. I am most wary of it being used to generate homework, essays etc and eliminating the need for students to think for themselves and do research.
151. AI usage overall in education
152. Education in the different fields within education that AI is used.
153. General info on all the tools being used and how they work. Knowledge on what information is being gathered by the AI tools. Be aware of the pros and cons and make sure the tools are being used correctly at home.
154. Practical - how to use it

155. Education on the effects and dangers of using AI. How can one tell if information is AI information or otherwise.
156. How it actually works
157. Introduction to tools available, proposed tools to be used in the classroom
158. I need to fully understand AI in every aspect. If what I read about it then we are walking our children into a world of chaos and unknown. Let alone my our fears of it.
159. I use ChatGPT, but I am not sure how primary school children are going to learn to use AI, or what kind of AI tools they will be introduced to. As a parent, I would need more information if my child/ren were going to be using AI at school.
160. Top level understanding of how it is being used what access they will have to it and how it will be monitored as well as data protection controls
161. I know very little about it and would be uneasy with students using it to do homework
162. If it's being introduced we will need training on anything that is being used!
163. To explain why it is important to use AI.
164. Children need social skills. Not to be using computers
165. What tools are being used, how they are being used, the privacy and security aspects. How can we support our kids at home when they are using AI (AI itself, the software and or hardware, etc.).
166. Online webinar about potential uses and risks
167. Understanding of what specifically is being used, how it's used, why it's used. Parents don't know all that is going on in schools in relation to AI and technology, things are moving so quickly. A simple ABC to the AI being used in schools as a start would be helpful.
168. Understanding it's use, pros, cons. With more knowledge I can make a more informed decision on it's use. Also understand more as it becomes more used in my young childrens lives. I am out of 'normal' work /study environments with a number of years so I have missed this new wave of tech advancement. I ant to understand. My views at the moment are that yes it can it eliminate repetitive/data seeking/interpretation type work but the pace of advancement and the effect on minds that have not already learned critical thinking, don't have to wait/work out/recall info or an answer frightens me.
169. The regulated AI tools that have been reviewed by authorities of education
170. In person training
171. Not sure training is the word. But a fully transparent statement by the school and the teachers when and how they have / use AI
172. Whichever package is being used in class.
173. Understanding why it is used and what are benefits.
174. How it's planned to be used in education
175. How to use, and help my child to use, it responsibly.

176. An over view in how it is being used in one’s own child’s education. Practical examples along with demonstrations.
177. Everything and more of what the children will be using it for
178. Basic
179. A general breakdown
180. Pros and cons
181. Understanding why teachers need it or can use it, how it might help a child or even family in supporting a child in their learning at home.
182. What AI tools are out there available to the classroom
183. Online guides
184. I have no clue how to use AI and would benefit from some sort of training workshop
185. Brief explanation what exactly AI tools school will use and their purposes.
186. I work in further ed and soend todays cpd talking about AI but I need training (as a parent and as a teacher) on how to use such app's that could help my child, eg. I never heard of Educateme or DreamBox before!
187. Knowledge.on what teachers are using it for
188. I need to understand AI better, what it can and cannot do, before I can begin to understand how it can be used effectively in education.
189. Basics of AI, pros and cons, knowledge of all AI tools provided by the school
190. Support on how to help with discerning information so that my child can filter through the information to clarify what is correct and incorrect information. Support with prompts and using the most secure and informed AI tools.
191. All
192. How to use AI and now when it should be used
193. I think ai is the future nut I need to see how it sits in the classroom
194. Would like to be informed alot more about AI
195. How is AI being used in primary special needs education
196. Help in identifying AI benefits, pitfalls, and "how to"
197. Standardise the AI NLP are they going to use, ensure the child can navigate through it and what the outcome is expected. Give parents and students a path. It is a great aid. If AI is not added into Primary School my opinion is the world will pass us by.
198. More knowledge about it and what it will be used for. I have neither
199. Information on how AI will be deployed in the classroom
200. Education about AI and how to use it to support my child
201. Understand for what AI will be used in classroom
202. A class in how AI would be used all the positives and critically the negatives. What impact would it have on my child. How to use it at home to understand it better so it dosent get used negatively.
203. Get an insight into what AI is currently being used in Primary and Post Primary settings
204. All AI tools used in education. How to teach my kids on the flows of AI

205. Webinar - I don’t know enough about AI. A webinar for parents who may not be tech savvy like their children to help them
206. Knowledge training on the AI tools to be used in school
207. How to best use it
208. Help understand its benefits/drawbacks
209. Learn how to keep our children safe
210. Make sure they are still actively learning
211. An online or in person tutorial would be great.
212. Overview of AI tools & how they can help my child
213. The appropriate use in education
214. Risks for use in children
215. How best to use for feedback
216. Keeping up to date regularly with new developments in AI
217. School information evening.
218. Course
219. How to help them use it effectively without taking away skills they need for life
220. Basic introduction to AI - it frightens me as I know nothing about it really, only hear negatives in the media
221. Given it’s going to be a reality, how to talk about it and help them learn in a productive way and also how to help build the stronger critical thinking skills necessary in a world where there is greater fabricated (mis) information
222. An overview of AI and how it could benefit my child's learning, an introduction to specific apps. How to support my child to safely navigate AI technology
223. How AI works in education. What my child could possibly do with it.
224. I would need a lot of convincing that, other than assisting teachers with planning/admin, it is necessary to be used in the classroom or by students for homework
225. How to ensure AI contributes to real learning and doesn't become a substitute for development. Also how to protect privacy and personal information when using AI. More awareness of how information input into AI might be used. Understanding how to check sources of info and how those can influence searches etc. Awareness of how AI can be used to support students that are struggling or have learning difficulties such as dyslexia or dyscalcula.
226. To be shown the areas that it can be used in class
227. More than a training a proof it could bring positivity and improvement compared to only humans and knowledge transmission by sharing
228. Demonstrate it so parents can understand its implications
229. I would like to know at least the basic of the programmes which will be used, how they work and what security they offer and what data they're collecting
230. I would love to know more about AI security / protection of data
231. Explain how the different platforms work and provide specific data showing how the use of AI improves learning outcomes

232. guidance which is the best app and how to use it
233. More knowledge
234. Detailed AI awareness.
235. I would like to understand the the approach with the educational institutions are adapting and what outcome they are expecting.
236. Brief overview which addresses concerns about quality and data & personal info collection, storage and sharing.
237. Not knowledgeable at all. Would need training on all ai supports used
238. I'd like to know how to support my child's learning using AI and how to protect my child with AI
239. Training will be needed once the department of education and state exams people have agreed the 'rules'. Once those are agreed and published, parents will need to be propoerly informed.
240. Everything to do with education and AI
241. Understand where and how it will be used at school. Understanding how reliable it is and any dangers involved with misuse etc.
242. workshops
243. Maybe not training but an awareness of what tools are being used and why would be good
244. how to communicate to kids that AI is not the answer - that it is a tool - and that it can get things wrong! a lot! and it is biased, racist and sexist!
245. If I knew answer to that I wouldn’t need education so much .
246. I know nothing about ai
247. How much is too much ai generated info
248. Any
249. A balanced one that does not whitewash the disadvantages and risks, focusing on the bright side only.
250. Explanation of what the different AI systems mentioned earlier do and how good they are already.
251. Eneral overview of what AI can be used in schools and how to use AI in primary cycle pupils
252. Tutorials on all applicable AI used in education. Video on risks and how to keep children safe at home with AI. How can parents use AI to help with homework and exam study and organising workload.
253. webinar or short online courses
254. A talk would be helpful
255. Everything
256. How to spot the US of Al
257. To understand its positives effect and possibly negatives
258. Everything i dont really understand how much AI is used in the classroom
259. Seminar and Hands on course
260. Basic knowledge
261. What are my data privacy rights and how to stop AI taking away people's jobs and society, eg. cashless society is really Bad!!!

262. Advice for what to support eg what apps are appropriate and how to support children steer clear of pitfalls
263. I would like to know how, if ever, the department plans to use AI in the schooling system. The safeguards they are putting in place to prevent misuse or harm and the monitoring system of such use.
264. General introduction to tools etc
265. Its not the training its more a demo parent's to show how they can improve efficiencies using it. It shouldn't be child based.
266. More information about AI learning
267. Information seminar or online discussion/demonstration
268. A class on how it will be used and how it's safe to have young children online
269. How to support them to learn about and use it responsibly. How to ensure they still learn the foundations
270. More information
271. Any available- I don't understand AI, I don't know how to manage settings to protect privacy etc, I don't know the mental impact of my child using AI.
272. Basic training on how AI is used or might be used in my children's education. I understand a bit about AI in the context of my work, but nor so much in the context of education. Online seminars and Q&A sessions would be very helpful. I am the Chairperson of the Parents' Association for my children's school , and we would really value training on this.
273. Don't know but open to suggestion
274. See the apps they will be using in schools and how they work so that we understand how our children are learning and how the teachers are using ai in the classroom.
275. To have a better understanding of it
276. Exploring the potential uses at home with homework and research
277. Training on all of AI
278. Why or what my student is using AI for? I'd like to know or be trained kn this, if they are udin6it in school.
279. Basic introduction to AI apps and how they ar used in education
280. Guidance in realtion to the types of activities that the child should (and should not) use AI for.
281. I would need to know what the positive and negative reasons there are for using AI and why it is required for primary age school childred
282. Webinar
283. I don't know what AI tools are available in educational settings and how theses could be best used/applied - training on that would be helpful
284. I would like to understand how teachers will stay attuned to the children's emotional needs if ai is guiding work
285. Protecting from possible harm
286. What AI is being used and how it works
287. I'm not aware of how it's being used at all in my sons school. I'd like to know more about how it's currently being used.
288. Understanding it and how it all works.

289. What can it be used for.
290. just for understanding , that there is no risk - if any , in using AI , to make sure that will be beneficiary rather reason of Kids loosing their independent , individual way of thinking
291. Familiarity with different tools and how to support kids using them at home confidently and competently but also ethically and responsibly
292. Have literally no idea about it and unaware if the school uses it so some information and training would be very welcome by way of Presentation or information evening following by reading materials or webinar etc
293. Shown what way it works, what to watch out for etc
294. I would like to be fully informed where and how AI is used in relation to my child's education.
295. An awareness of what AI is available. It’s here and it’s being used so we need to embrace it but understand how we can use it to our advantage and know its limitations
296. To align with what the school teaches them about Ai use
297. Well, if there are AI tools being used I want to know about them.
298. How A1 is being used by the school
299. We provide a huge amount of training to the parents of international schools and would be happy to share. We have virtual and in person training materials
300. What resources to use
301. It would be to inform to educate and reassure me.
302. Many parents do not have an adequate understanding of AI benefits nor dangers. Therefore some are too open and others too closed to AI. A baseline needs to be created by providing parents training to bring them up to speed on the tools and any pitfalls.
303. Webinar
304. AI, it's uses, apps etc. How to protect my child against AI and the negative impacts on my child's development.
305. Basic , and which AI that can help child to boost their interest of their education
306. Explanation of how exactly it is implemented. What the benefits are etc.
307. Fully comprehensive: how it works, why we think it works for us, and when it doesn’t work for everyone’s benefit.
308. easy to understand
309. no knowledge on AI so need trianinig
310. How to navigate AI tools and to determine which are more suitable for my child's needs.
311. Id like to see how it's been used in the educational setting and how the children are taught about its use
312. Training on how it can be abused.
313. How AI works in primary education
314. Working knowledge on how bring used to understand better
315. Knowledge on AI being used in teaching my child, it's strengths and weekneses
316. Any training that is available

317. How to monitor their use to ensure no dangerous information being shared by the AI to my child
318. Courses
319. Information evening and basic skilling up for parenrs
320. Video tutorial or talk
321. Use of AI, where it is appropriate
322. How to access free programmes to help explain topics and to help with free home testing of subjects
323. If my child is going to be forced to use or be exposed to AI in school - Then I would like to have a fully immersive experience to know exactly what will be covered and how. I appreciate that the Body Safety material was available online for parents to examine and be aware of. So should AI material.
324. Training to learn what it is and how to use it
325. Training to help understand of A1 in education but such Training is pointless if Dept hasnt a tenplate for appropriate use od AI in education environment to begin with.
326. How it will be used and it’s accuracy.
327. Not training but consultation. I want to be informed in my school is using AI and for what exactly it is used. I don't want my child exposed to AI at a young age. I dont want them to think that all information from AI is trustworthy or a good idea.
328. Training in how the child will be expected or encouraged to use AI, what the teacher expects etc. Not so much the use of tools but the overall framework of what is considered acceptable and how it fits into the curriculum.
329. Understanding where and how AI will be used in my child's education.
330. Not so much training as information. Knowledge about what parts of their education would be relying on AI and why it was deemed a better route than using an actual teacher
331. Face to face training.
332. It would depend on how AI was being used. But this is new, and uncharted, and I think we should be in the loop
333. Don't know enough about AI and how it can help in education
334. Presentation on what tools are available, what the educational aims are expected by using these tools, how the education system will change to adapt to these tools (i.e. essay writing / maths problems). What does the future of education look like? How will the job market look in 10 years time?
335. To understand what is acceptable level of using AI to help with assessments etc so that the children are not penalised for using AI
336. How it works ,what it is used for , where and what data is stored
337. For the pros and cons to be explained. I would like to know if the benefits outweigh the negatives. How the use of AI is going to fit into choosen careers
338. How to secure devices so AI limited to just the additional learning help not other data etc.

339. Transparency in the education departments intended use of AI and their position on how children will be allowed to access AI to within school to support learning and execution of their school work
340. How much school specific guidance will the board of education implement?
341. Knowing how to.use right prompts. How to.spot ai
342. How to use AI to support children with their homework, how to ensure that the child is learning not copying it down. To ensure that they are thinking and becoming critical thinkers for the unexpected future.
343. Explanationory training
344. Oversight if programs children are using.
345. Webinars or workshops maybe facilitated by libraries/education centres.
346. I want to know more about data security and I don't want my child to rely only on AI, because even though I support AI and see huge potential, I am afraid that the ability of information literacy and critical thinking will be lost.
347. I'm not sure.
348. I would require reassurance that AI utilisation in education was removing repeatable tasks that are time consuming for teachers where there is little value add. I would want visibility of the cost benefit analysis regarding the value add (to my child, their classmates, the teacher and school community) outweighed the negative environmental impacts of deploying this advanced technology at pre-primary and primary school level. I appreciate at post-primary there is a need to prepare children for tertiary education and work however, I believe it is critical to couple the inclusion of AI into education curriculum and pedagogy with full disclosure of the risks and unintended consequences of its deployment - eg explicit awareness raising that ever query of a chatbot has an environmental footprint!
349. More knowledge on AI, the benefits for my children and the negatives. So you can it's easier for you to help your children get the benefits of AI
350. To understand it
351. More up to date training and data, providing positive and negative effects
352. I don't know much about the use of ai apart from things like chat gpt etc
353. I don't necessarily think it is training that I need but this area is changing so rapidly that an up to date list of current AI tools could be useful to try to keep up
354. I think if children are being taught or and using particular programs, parents should have a minimum standard of knowledge on it.
355. Parents should be taught how to effectively use AI in their children’s education Including teaching them about the pitfalls To watch out for … example …it can be wrong
356. Understanding privacy and content

357. I know nothing about how AI works I've heard there are fake videos online that can be dangerous but if the school are aware of a way of using AI for the good hen id be happy to do it
358. If its being introduced into the classroom a briefing would be good
359. How to keep children safe. How to use AI to help clarify areas children find difficult. Provide alternative methods of learning.
360. Who to use it as I have no knowledge in the AI area
361. Security understanding benefits
362. How to use it
363. Advice on what platforms are legitimate. Advice on what age it is appropriate to introduce AI tools. But then it is hard to know if anyone really knows an appropriate age as the technology is so new and evolving. I would fear AI would lead to laziness and taking the easy way out for students. I don't know if there is a benefit for students/humans in the long run or if the benefit is more for tech companies trying to sell their products/tools. Children it seems are going to be so surrounded by AI in the greater environment, I feel that education should be protected.
364. Information on Ai its benefits and problems , what it will be used for in the school and training for parents if it is to be used at home especially for children with additional needs.
365. How to use Ai effectively.
366. Awareness of tools
367. Understanding how AI is being used and details about privacy.
368. On where its being used to in part to educate my child
369. Knowledge of how it's used
370. normal, classic style
371. The pros and cons, what can be achieved, how to help child use it effectively without cheating on their work
372. Basic information about the tools, their sources, owners and uses of their data.
373. Effects of AI on planet and resources. Types of AI to be used and why GDPR and AI
374. How exactly is AI used in my kids education every day.
375. Any training, I don't know what training is available
376. How can it be used without affecting their intellectual development
377. More understanding of it
378. Full risk assessment on the impact of any proposed changes
379. Discussion, talks, information
380. How to responsibly use ai
381. to assist in assessing the benefits and the negative aspects when considering AI
382. What AI tools are being used and how AI is being applied in the school setting
383. Understand how AI is being used and the programmes being used
384. Information workshop
385. AI training
386. Awareness of the AI that is being used.

387. I am currently studying a college course in AI and Education as I am a language teacher, but all the extra help is always welcome.
388. Info on exactly how AI will be used in schools
389. Better understanding of how AI works
390. Webinar
391. on safety concerns, how best to use AI
392. Online training to highlight where AI will be used
393. Overview of what exists for educational purposes that is thought to be helpful, what teachers recommend or allow students
394. Introduction about the tools being used
395. Information on how AI would be used in education. Training in how to use AI safety and responsiblty in education
396. If any AI tools are going to be used in the classroom, then I think parents should at the very least be invited to information sessions and workshops about how they work and what are the benefits and disadvantages of their use. Also some in-depth cyber security training should be given to all parents especially in relation to how their children's data and personal information is processed and stored
397. Better explanation of what is being used and why.
398. Explanation of the uses of AI, how it can be used to help in education without cheating, or making children dependent on AI rather than them not being able to think and analyse for themselves. How can it be used in classrooms while the teacher is also teaching? How does it adapt to child's learning styles and progress or lack of?

Q27. Any additional comments or concerns you'd like to share about AI in education?

1. we can't stop change but AI needs regulation
2. How will it be checked????
3 .We do not need AI in the classroom
4. It's a little bit of a worry than all AI are private and none are public. I would feel more comfortable if the ones used in school were public.
5. It has already been resarched and proven that information attained through AI is hardly retained by individuals, (easy come, easy go) and I am very worried that young people (and not so young people) are becoming 'lazy' in terms of their learning and engagement.
6. My concern is how the AI is being tested to ensure its accuracy and effectiveness in terms of its suitability for use in education
7. I am fearful of the additional usage of screen time that AI may create
8. AI is a very broad term, some traditional AI systems can be great for education (plagerisim checkers, auto-correctors, controlled direct feedback on questions), but newer generative AI chat bots need to be evaluated closely before being allowed become a core tool of education given their broad scope.
9. In using it daily for research, subsiding terrorism, drafting templates and synthesis information from multiple sources and workshop planning. It's saving me hours of time.
10. Try to promote European tools like Mistral V concerned about sending data to US or China particularly individual data on child performance
11. It is quite novel, untested and unfortunately the governance in schools is not strong enough to introduce it.
12. The idea of AI is not negative, but can lead to lazy educators or students not working to their full potential. Can hide students true abilities preventing them getting the teaching they need.
13. Teachers need training on how best to utilise it.
14. Already children are so distracted by screens and their attention span is being affected. To now allow programs that think for them seems to me, to be very harmful. I do see that there are positive sides to AI but I feel children in schools should be actively using AI or seeking solutions from AI.
15. I feel that using AI too much takes the human aspect out of teaching and whilst this is an ever evolving world that we live in, I do not want my child to rely on AI to do their homework assignments etc
16. It's going to be a huge part of our lives and will impact jobs so we need to start guiding our children through how to use it effectively and securely. There will be different jobs in the future and our current primary school children will no doubt be using AI in third level and will be making third level and career choices based on the future of AI.
17. Teachers should only be using approved, reliable resources, risk of misinformation

18. An evidence based approach must be adopted which demonstrates both the effectiveness of AI tools in education as well as outlines the pitfalls and plans to ameliorate any negative impacts on children's wellbeing and learning outcomes.
19. We need to prepare children for the world and this will soon be a huge part of their world so let's get ahead of it and use it effectively
20. Why is the teachers being out on the front line to police societal values before AI is being properly regulated...as Internet; hardware and parental knowledge is unevenly distributed, there is a risk to the fairness of the system
21. Problem with project work for leaving cert. 40% is too high, students with paid access to best AI models will have unfair advantage. Ridiculous that teachers have to police this, cannot be done
22. AI is something that could send the education system into the ground. It could also stop the standardization one size fits all. We see many drop outs yearly as the cannot conform to the cookie cut structure.
23. Na
24. Seeing how many European countries are trying to increase the age of owning a mobile device "once the damage has been done" I am concerned of the fact that AI is already in the classrooms because there is a good general knowledge of it
25. It needs to be regulated
26. It's crucial to teach todays children in the ethical use of AI and also to allow them to discover the benefits and be aware of the pitfalls of AI. It is changing so fast, they will need to be able to use it to the best of their abilities to help them in their everyday life so that that they can be employable in the future.
27. This survey seems skewed towards an assumption that AI should be used. Im not supporting AI in education.
28. AI can be a useful tool, but should not be overly relied upon and replace asking questions, doing proper research and thinking for yourself
29. The leaving cert continuous assessment is a major mistake. AI is going to keep getting better and is going to completely break the assumptions. I work for a leading AI company in Ireland and we've got problems with candidates cheating in real time at interview. Assessment outside a controlled environment like traditional leaving cert is going to get really difficult.
30. I believe AI will get better at 1:1 tutoring than the median teacher within a couple of years. I think my 9 year olds second level education will look quite different to mine.
31. Doesn't draw on learning through social interaction
32. All of this questionnaire is geared, and some of its questions loaded, towards actually accepting it in education - but you seem to have ignored the possibility that it is not a foregone conclusion that it ought to be accepted, that it is inevitable, that any proposed use value could outweigh the deficits. That's a flashing red warning light.

33. I do think we need to work with AI as a tool but to not become reliant on it for grading works/final exams. And to be open about it and how it will be implemented or aligned with teaching and learning.
34. It’s good trust
35. AI is not necessary. Impressive but not necessary
36. Relying on AI in education is a huge mistake. AI is susceptible to misinformation. AI allows corporations to filter and control responses. The environmental impacts of AI are already destroying the planet.
37. It has no place in education, children should be taught by teachers who are fairly compensated for their work and who are fully supported with manageable class sizes. AI isn't the solution to any of the problems that exist in our education system
38. I’d like more discussion with teachers about it
39. This is a really important topic that needs a lot of informed discussion and debate based on sound research and consideration that just because a technology exists (albeit it it is very immature) it does not have to be used in every setting
40. Compliance with the EU AI act is critical as part of this conversation
41. It's a huge issue, and its uses will continue to evolve rapidly. Education needs to keep up with this, without diluting the learning experience. Students, parents, and teachers need to be informed and discuss it regularly
42. AI is already used as part of the suppprt system for children with disabilities, like the AI generated voices for speech devices, or the eye tracking on speech devices. However in the classroom I would be concerned on the level of capability of the teachers, we already struggle with the school using speech devices or buttons, because they claim they do, but spot checks prove otherwise. AI is not infallible and when teachers are not savvy enough for the tech we use now, introducing AI which has been found to be unreliable with information due to the way it learns and the sources it pulls from can become dangerous. Using it in an admin capacity is one thing, but still with AI shown to have security issues there is a risk of data being shared in places it doesn't need to be. Would I trust it to grade and assess? Absolutely not, I've seen results from turn it in software in third level downgrading documents based on titles that have to be used or names of process that have to be used. As for the adjustment of learning based on ability, again when the sources it is pulling from makes it unreliable and open to manipulation based on where the learning is coming from, there is a concern of the capability of the technology being reliable and understanding the difference between capability and wilful behaviour from the child who may not want to learn, meaning the child may not get access to work that may challenge them because they have learnt to manipulate the technology with their behaviour. AI is a logic based learning system, it does not always factor in human behaviour like manipulation because its not a logical behaviour. I wouldnt be looking to introduce it into the education system until there is a more stable Base for AI to learn from, and there is better regulation of AI as a whole as currently there is no regulation.

43. If you valued our children you wouldn't consider using AI and destroying the world they live in our of laziness
44. I don't want AI involved in education at all.
45. That kids would become lazy. Instead of doing the work themselves, they would utilise AI too much, and end up relying on it too much to do work.
46. Using AI in education is highly dangerous and will degrade the education system.
47. While AI is becoming more prevalent in society, I'm not convinced that AI will actually foster analytical and critical thinking in students. It is more suited to teach students what to think rather than how to think.
48. Last year a teacher set up each child on phone app to track the performance in the class each day and weekly. Each parent was given a login and advised to download the app. The app was basically a video game for senior infants - it was really an eye opener. I don’t think the teacher had even reviewed the content herself- probably just was advertised at a conference and she decided to try it out. There needs to be agreement and oversight at school level also re the promotion of apps for schoolwork
49. This was a poorly written and leading survey. Bias was clear.
50. The education sector needs to be very careful not to have children on screens for majority of their learning. There’s nothing wrong with basic human classroom discussions and interactions.
51. A Departmental policy on AI use (regarding its use for homework presentation and formal assessments) is urgently required.
52. If it is not led centrally, I have little faith that individual schools will be in a position to define standards.
53. AI is here, it's not going away, but boundaries must be set. Education is, at its core, about preparing our children for the challenges of adult life. If a policy approach to AI is ignored, we risk our children facing adulthood reliant on mere ability software products, lacking the depth of independent, critical thinking that education should inbue. Hardly a positive...
54. So far, some studies show that people relying too much in AI tend to lose creativity and communication skills. There is also the risk of taking AI answers as absolutely true without checking them or putting them into question
55. It's concerning that this survey is designed to facilitate mainly positive responses. Schools have no right to take our children's personal data. No IT company states that they are going to exploit or sell our data, Palantir is using people's data to have them deported. Cambridge Analytica sold people's personal data to manipulate elections. The department of education has no right to this level of data and engagement with our children
56. I agree with it being used as a teaching aid but not as a replacement for how our children learn. I am more comfortable with the teachers using it to assist them, the children being aware of the technology but not necessarily the children using it

57. I am concerned about the environmental impact of using AI. I'm concerned it'll become the default mode of teaching, learning and assessment and that things like teacher intuition will be sidelined. I'm concerned children will be judged by an algorithm rather than as a full human being with many assets that cannot be measured
58. It's a huge concern but it can't be stopped. Children need to be educated on it but their homework, projects etc should be handwritten or done in class time with Jo access to AI bar the research notes they have already printed out. We have to manage these and not let students have free reign. The negative impact that AI has the brain is terrifying. Our children won't be able to do basic tasks unless we control how they use AI.
59. We need to embrace it and use it for improvements in education and for good uses
60. Teachers and those in decision making positions need to be educated on the difference between general IT capabilities and AI specific technology.
61. There are huge risks with AI. It can give students shortcuts, let teachers generate teaching plans and then data will be taken by large tech companies. AI can be used for admin tasks but not teaching. I use AI as part of my work and would advise extreme caution using it in schools
62. Data Privacy and Security: AI systems require massive amounts of data to function. This means they collect information on everything from a child's academic performance to their learning habits and even their emotional state. The big question is: where is this data going, who has access to it, and how is it being protected? An inadequate system could expose sensitive information, which is a major red flag for any parent.

Over-reliance and Loss of Critical Skills: If a student can just ask an AI to write an essay or solve a complex math problem, what's the point of learning how to do it themselves? This reliance on AI as a shortcut can stunt the development of crucial skills like critical thinking, problem-solving, and creativity. Bias and Misinformation: AI learns from the data it's trained on, and if that data is biased, the AI will be too. This can lead to AI systems perpetuating stereotypes, producing unfair results for certain groups of students, or even generating misinformation that students might take as fact. It's a bit like giving a student a biased, know-it-all textbook that updates itself with new prejudices. Lack of Human Interaction: Education isn't just about absorbing information; it's about human connection. Teachers provide emotional support, mentorship, and a sense of community that an algorithm simply cannot replicate. Over-integrating AI could reduce these vital social interactions, impacting a child's social and emotional development.
63. I said no - because I provide training. Everyone and every parent needs training on power, perils and potential of AI
64. AI has no place in the classroom
65. As someone who marks third-level homework, it's a plague
66. Teachers will have no valid say in the exam results either and will lose valuable experience of assessing students and if students are not fairly assessed by AI methods, they will lose confidence and inaccurate test results will lead to other detrimental consequences for the child.

67. Slippery road you are going down. Please invest in teachers who love to teach in the real word otherwise why send our kids to school. We can put them in from of a screen and there will be no need for real school or teachers.
68. AI is unreliable providing wrong or made up information at times. People can become too dependent on it. I'm against its use in education
69. I am glad to see this questionnaire, it's a very important topic and it's essential that the education system gets it right
70. AI should not take over the role of a school teacher or any real person. If used it should compliment that role but with clear and controlled limits
71. How will it be monitored to educational material only
72. I'm sure AI can be very helpful if used correctly. My main concerns are an over-reliance on the technology and the potential for mistakes if not reviewed by actual people. I also worry about the affect it will have on my children and their ability to learn how to research topics, think for themselves and make decisions about the verity of information in front of them. I have concerns in general about privacy and the amount of information we submit to online platforms.
73. I wpuld be most concerned about privacy and data sharing
74. Please regulate this in schools. I honestly am distressed about the decline in teaching. The lack of understanding about the science of leaning and children's development. For example we need to focus on play and outdoor learning.
75. I worry about over reliance and further use of screens and technology with a reduction in face to face learning and social interaction. There are huge benefits to hands on learning, social interaction and learning through play and face to face interaction especially at a primary level and I am concerned that the value of these will be minimalised to support increased technology use. Our children need to know how to communicate effectively to support their learning and they need opportunity to practice these skills with both teachers and peers. I appreciate the need to embrace new tools and use these to enhance learning but not to replace key skills.
76. AI is still in its infancy, kids are already using it, but not always aware of the pitfalls so they need to be educated on the good and bad aspects as well as allowed to play around with it, and getting an understanding of prompt engineering and reverse prompt engineering. Also the whole aspect of IP needs to be clear to them.
77. I use AI at work and I quite fluent at it.
78. Until chat bot learn, the information that they present need to be validated
79. Please consider science, which is telling us loud how AI is damaging our brains, our society, our future. Stop this before it's too late
80. AI is not going away. It will be required use in the workplace. Teachers need to be aware of privacy concerns and show students that AI is not a conscious being and merely a tool.

81. It's too broad a subject to couch it under one umbrella as there are likely some AI platforms that even I would be supportive of but my gut instinct is to not support the use of AI in education in any way.
82. I think it’s a tool like an advanced library - & we should show students how to use effectively without loosing their originality and unique creativity
83. No
84. I'm fully educated in AI and Ai educated training and have significant concerns in using it for children's education
85.It’s reality as a tool can’t be ignored and this generation of students will need to leave how to responsibly use it to maximise their own learning. They need support to build skills for responsible use
86. I am a university lecturer and have experience of AI use in education. While it can support administration and support of simple tasks, many tools are inaccurate and untrustworthy and require constant auditing. Anything generative has no place in children's education. Unless it is an exercise to demonstrate how misinformative the results can be, children and teens should not be using it to complete tasks. It can take deep knowledge of a subject to be able to spot mistakes. Children are not equipped to do this, sometimes teachers aren't either.
87. It's here! Though I have reservations, it's the world my daughters' will grow up in. They need to be prepared regardless of my opinions on it! My main concern is loss of being able to think, act and do independently.
88. People in general are relying on AI for so much now. I feel young children (primary to early secondary) need to know how to write an essay. How to write a letter. How to problem solve and use critical thinking by themselves without AI doing it for them. In my position I receive emails, letters or reports from people written by AI and I find when you speak to someone about the content they've forgotten what was said, don't understand what they've said, or can't back up certain points due to the fact they didn't think of it themselves. I feel children and young people need to be taught it's a tool to use and the correct way to use it but not to replace their own ability to think.
89. There is no running away from AI. It has come to stay, but must be used moderately or we risk losing the ability to think deeply, critically and creatively.
90. It must 100 percent be for learning and not used or encourage gaming or the use of online social media platforms in any way
91. Children are unique learners. AI could be beneficial but I would be concerned that teaching and learning would become a generic exercise, with no individuality.
92. Generative AI can be used as a very useful tool but needs a proper strategy and oversight to be implemented in education, because of the significant risks it poses. There are also major environmental impacts - energy, water etc and utmost care is needed on the area of protecting children’s data

93. I don’t feel comfortable about using AI in my child’s education. This is still a new concept and very new in children’s education it makes me feel extremely uncomfortable that the government are pushing this with no concern
94. Focus on Emotional Intelligence.
95. Focus on Emotional Intelligence. Let s not loose touch with interiority.
96. Big tech has absolutely no place in the classrooms. AI poses too many risks on developing brains. Health and safety issues with screen use.
97. Issues around motivation, development of self esteem, accuracy and reliability of data.
98. Probably more concerned about the use of AI to conduct Genocide in Palestine right now.
99. I think educatoors need to embrace the educational opportunities presented by AI but also to do so by critically assessing the appropriate applications and ensure there is a human educator overseeing the application of AI to ensure appropriate use and effectiveness of the learning and assessment outcomes.
100. I would really like the name of the individual who wrote this survey , or better still their immediate resignation, Ai is destroying education, quality of young teachers is appauling . I particularly feel the quality of my sons education has been severely compromised over the last 12 months . It is not good enough and i intend begining a national campaign
101. What children need to learn is definitely going to change and needs to change drastically to keep up with the world we live in. How a child learns also needs to change and be tailored to the multiple ways we all as individuals learn. I’d be concerned that the desire to learn will be impacted by AI and that’s what we need to ensure doesn’t get impacted.
102. Don't want our children to become too dependent om it.
103. Education on how critically analyse information including information on how to recognise if something is wrong can the child think for themselves or just learn blindly
104. I worry a lot about the naivety of some of the educators I deal with, particularly when it comes to technology. This is our children's future we are talking about. This will require a collective effort from parents, teachers and government to stand up for our children. If we are relying on tech companies to put the right safeguards in place, then we are leaning our ladder up against the wrong wall.
105. I worked in education abroad in international schools. AI revolutionized my teaching and that of others. It made my lessons better with less time needed on my part allowing me to create more connected deeper meaning lessons. Trust the teacher and AI can be great
106. I believe AI is a tool to help not to use for everything so my children can become a standard 9/5 worker with no ambition, passion and it own ability to solve problems and think.
107. Students need to know what jobs will be made redundant as AI grows so they can plan their career path more effectively.

108. I don’t think it is a good idea to use ai.
109. It is moving faster than parents can keep up with and it seems that educators are also struggling to stay up to date with the technology and/or budgets don't allow for adequate training
110. No
111. Resources required to run it are immense
112. I am already concern about extend of use IT in education i.e. using tablets instead of books in secondary school as it has been proven to have negative impact on literacy skills
113. Only that it is used alongside something else & that its not 100% solely relied upon
114. I would prefer not to see AI in the classroom. I would prefer to see less reliance on internet/screens and more ‘chalk and talk’.
115. It’s not appropriate for children aged under 18. Ask parents if they could go back in time when social media platforms were new to us and they let their children use them? Would we have needed cocos law? What about all the suicidal ideation/ suicides that happened over those platforms? AI has the potential for more harm than good!!! Please don’t allow it enter in any curriculum and if so parents should be able to consent
116. Using AI in education is the laziest tactic I have heard. The money that this would cost should be reinvested back into teachers and schools.
117. More research needed on the reliability of AI in education.
118. I believe our education system and standardised tests need to change-quickly
119. No
120. I feel Ai might have benefits but kids are constantly looking for short cuts these days. So they are not actually learning themselves. I don't know how you control it. We also don't full understand it . So this is concerning as a parent.
121. I'm well aware of AI through my work. It's terribly inaccurate and there are very real security and energy concerns with AI. Very disappointed to see it become prevalent in education except for the very real need to educate on the dangers of AI.
122. One could be learning AI answer unknown to themselves and risk of being penalised in exams.
123. AI can be a useful tool but anybody using it has to have background knowledge to assess what it produces. It's not always reliable, it is subject to biases and can't replace teacher oversight of progress or performance except in, for example, multiple choice assessment.
124. We can’t ignore AI but we need to continue to focus on improving our classrooms and the teachers training. AI I’m sure can be fun but it’s also very scary.
125. AI is becoming more and more sophisticated, and it can erode independent thinking when it comes to facts, informaiton, and knowledge. Analytical skills and ability to think independetly and critical thinking should be encouraged. But if it's used to tailor learning to an individual pupil's/student's needs and progress level, that could be beneficial.

126. Ai in general could have a position in education but it's currently being pushed as something which could replace teachers etc. if used correctly it can help teachers but if a teacher is disinterested or doesn't know and answer are they going to believe ai all of the time as there are many cases of incorrect information being given and ai hallucinations. Thread forward with a cautious eye on this one.
127. AI needs careful consideration and must be fully subject to human teacher control. AI is useful in the business world to save employment costs and increase profits. This goal has no place in our children's lives and education.
128. I am terrified of the future with AI at the helm of every area of our children's lives
129. AI should always be an asset or a learning companion. To allow it to oversee anyone's potential future (assessment and grading) is a step too far- particularly when it is in its infancy. Chat GPT etc consistently gives wrong information so should be used to help students understand concepts or guide them to the correct research. It remains extremely obvious when chat GPT has been used to write a homework assignment or even a text message. Allowing it for marking in the JC or leaving or third level when it's inaccurate and doesn't understand context or have human thought, has the potential to destroy a person's future. Its ridiculous to even consider it
130. It is easy to see already how AI is being used in a negative context online. It is becoming more and more difficult to discern factual information online and in general life. If adults are struggling with this issue, how can we expect children to discern what is truth? I would be extremely cautious and in fact veer away from anything that uses AI until we assess it's impact in 10 or 20 years time.
131. I would hate for my kids to be sitting in front of a screen in a classroom. Would not be happy with that at all. If it's not good enough for Zuckerbergs kids, it's not god enough for mine.
132. Keep it out of our schools
133. I feel there is already enough fragmentation and randomisation with tech in school and then there is an additional one in the mix Alladin, vsware, email, WhatsApp, sms, Facebook, Instagram, school web site, office365, ipads, laptops - these are all in use simultaneously and randomly in our kids school for communicating and then we haven't even touched on the myriad of teaching resources we need to get familiar with and then AI will be another layer on top of this with an even wider reaching impact (that's just as a parent and I'm sure teachers and students have a similar bewildering array of tools). What editorial control will the school, department of education or wider community have over AI as we can see what random stuff is being produced at the moment.
134. AI in education is important, especially where it can help a teacher to be able to spend more time teaching and less time on administration. Also, AI is part of the future so it's important for children to be brought along and advanced in this techology, but not at the expense of basic skills which need to be practiced and learned in school.

135. As above
136. I would support teachers using AI to help them with paperwork, lesson planning, idea generation, quiz generation, but I firmly believe AI should be kept out of the classroom, especially at primary school level.
137. I don't want my child to be a robot. Education should be more than academic achievements and as such AI has a small place in his overall education.
138. It stifles creativity. Can be convincingly incorrect, it is difficult for children to recognise false information.
139. AI vendors claim that their tools promote efficiency and usability. They neglect the time penalty incurred checking the AI output for hallucinations and other errors. This time would be better spent actually teaching children and maintaining subject knowledge in the teaching staff.
140. I think it should be used as a assistive tool for staff, who can fact check content. Primary school children should be limited in use eg language learning. AI output is entirely based on prompts used so staff should get the support to be well educated in this area.
141. I teach at a university where we've had to think about how to incorporate ai into our assessments and teaching. I know there are some positives, but I think it is moving too quickly and we haven't considered all the implications. I think more research should be done on the impact of using ai with children before anything is put into place at a national level.
142. I don't understand it, I'm old school and prefer traditional teaching methods
143. AI is just a tool. How it's used and for what purpose depends on the user. It's like a bread knife - great to have it in the kitchen, but running with it on the streets is a really bad idea. The biggest problem with AI is that people, even the young ones use it for searching Instead of google. But that's not it's strenght. AI should be used for creative purposes like coding, discovering, analysing, not for art or copying someone else's work. It should be a support tool not a shortcut to bypass creativity or to replace the human effort that gives real value.
144. Artificial intelligence, leading to artificial results, resulting in people not knowing anything and computers doing it all.
145. This is an outrageously biased survey that assumes AI will and should be used in education and does not provide an option of it should not be used in each part at the very least
146. i feel like i dont know enough about AI to know fully what my concerns are yet
147. AI is spreading rapidly across all aspects of life including education and it will keep getting better, faster, more error free, etc but needs regulation and overnight
148. Please keep screen's away from lids for as long as possible.
149. I think we should be very careful before introducing rhis. Teachers are more valuable than a bot.

150. It's wrong as it's still in early stages and it should not be used to educate our children why can't adults who have had years of training not teach our kids? It is not 100% accurate and it's only going to make us more dumb and reliant on digital media to survive!
151. I don't need specific AI training as such, but would appreciate communication on the tooling used and the rationale for its use/benefits
152. Please don’t repeat the mistakes of the last 15 years letting social media and tech companies loose on children. AI is the last thing we need in schools, and there is no need to teach it - they will learn it themselves anyway. I say this as someone working in a senior tech role in a large tech company.
153. I recommend AI fully in a controlled dataset, it can have Machine Learning and collect data but individual data cannot be shared or sold.
In the same point, students from 2 class onwards needs to understand AI in the home, we use Alexa and Siri, this uses AI. What are the benefits and cons, how to analyse the data, just because Alexa says X, they need to understand is it true, is the source reliable.
154. Kids need to understand that this is a machine and no replacement for teacher or friends.
155. I think there could have been scope in this questionnaire for the ethical issues around any use of AI (eg a huge drain on a country's facilities like electricity and water, exploitation of workers in third world countries, etc). Does this justify the benefits of using AI in the classroom?
156. It is a completely different world that our children are growing up in! It terrifies us how fast the AI world is developing so fast, without any limits it seems! How will teachers/lecturers know that everyone is doing their honest best effort and not relying on AI to write their essays/projects/dissertations?? It is very worrying!
157. I don't think exposing our children to AI is beneficial. Just because the technology exists, it doesn't mean it has to be used in every aspect of life, particularly when it means exposing children to more technology. And I have serious doubts over the accuracy of the information AI uses as its source material. What about the copyright infringement that is happening to all the writers and creative professionals whose work is being exploited without their permission, to fuel AI?
158. AI = lazy brains
159. The only place I see AI having a place in a child’s education is with regard to teacher training/teachers creating lesson plans/research using AI as a tool/teachers using AI to look at patterns in class work to assist children etc and assisting the teacher training body in producing better teachers who feel they have the best tools available to teach the children they meet. Children need eye contact, social cues, conversation and connection to develop their ever-growing brains. Please do not introduce any form of AI to students for them to use at primary level. It will lead to the demise of our future nation and rob kids of their childhood.
160. I think mainly captured already.

161. I'm all for moving forward with the times. I use chatgp for writing letters at work myself and it saves me so much time but I am concerned that it's use will prevent person centered learning. I am eager to see how it translates and is used in primary schools .
162. AI should never replace teacher experience and the personal connection between teachers & students. I can see it benefitting for planning/admin purposes but I don't think students in primary school should be using it
163. AI offers enormous opportunities for learning that should not be lost, but the risk over reliance on large unrelagulated tech corporations for our children's education is very concerning. Training and awareness for educators students and parents is critical. Regulation is also crucial for public trust and confidence.
164. AI is a worth try in education, but it should be tested before it will go live in schools. Additionally, standard lessons should be also kept so the relationship between people will still exist
165. AI is especially important for children with disabilities. There are so many uses of AI within school. Summarising pages of text, display text in images, displaying images in text, enlarging images and text. Chat GPT can be amazing when used correctly. Seeing AI is also a good app. I’m sure the future of AI has its downsides but it has many upsides too, if utilised correctly.
166. Leave the education of children to the trained staff
167. It is very concerning how AI might be used. Nothing replaces the teacher pupil relationship and the use of AI seems to by pass the benefits of this. This is little dialogue about what we are losing through the use of AI
168. AI is a shortcut and alternative to education and should not be used.
169. Teacher used to use AI a lot in my child's class last year (5th class). My child thought the teacher was taking the easy way out as opposed to teaching them what AI could do!!!
170. What QA processes and safeguarding mechanisms will be in.place?
171. I think there is a value to having AI tools but I think they should be limited to possibly older children. I don't know if my child would learn critical thinking skills or other skills if they were to use an AI chat bot
172. Data protection, accurate information
173. It’s essential children learn about it and critical thinking skills to future proof their learning and futures
174. Humanity repeatedly embraces convenience before / without understanding consequences, thus making a lot of damage while also making lot of progress.
175. Children will quickly overtake adults (parents, teachers) in their knowledge and use of AI. It will be hard to keep up. Also learning should happen by playing and being outdoors in primary school so AI might have better use in the later years of secondary school or third level.
176. It is a good tool but it is so unregulated and loose that it can be a real danger
177. I don't believe it has a place in Primary / Secondary school at all really.

178. AI content is not reliable enough at the present moment to use it for grading. Often it provides incorrect information.
179. Thats an interesting question do I need training to help me become more comfortable with al in my child's education. So that does mean ai will be used in schools a lot more.
180. Im afraid AI will take away a child's need to use their own phrasing and thoughts to write answers AI has made getting answers to anything too simple
181. I would not like AI introduced to my children in school, nothing will ever beat, teacher/student experience & the personal touch given by teachers
182. Good for maths, science and learning languages.
183. It should be a priority for the department of education to introduce education around AI in schools as it is already present in the lived world of children. This should already have happened 5 years ago when technology was forced into the classrooms post-Covid.
184. None of this questionnaire asks directly about whether our children are currently using Ai like chatgpt. Both of my teenagers no longer use Google. Only chatgpt. This is now the norm. A v significant shift in mainstream internet use. You should be asking about this to understand and communicate new normative uses and warn of the implications and need for critical thinking skills and ability to assess Ai hallucinations for example, how to verify answers etc etc You should also ask about fears of Ai replacing jobs for our children. Coding skills can now be mostly replaced via ai
185. Whatever about the teacher using it outside the classroom to plan classes and source materials for the class as a whole, it does not belong inside the school and certainly should not have any child's individual, personal details.
186. No
187. Personally no as I have worked with it.
188. To summarise my comments above:
- concerns about replacing my child's critical thinking skills
- concerns about replacing educator's critical thinking skills
- concerns about the use of data by AI systems. This is practically free, the payment is your data.
189. I am a software engineer working in AI. AI is a fantastic tool for adults. It should never, ever be used by children or for anything related to children. It should have absolutely no place in education or any domain which involves children under the age of 18.
190. AI should not be used in education
191. Anything that impacts their ability to think critically, use their reasoning skills is concerning to me.
192. I would watch a video explaining it all.
193. Students are too young to use AI. I've no problem with teachers using it to help them with class content or quizzes.

194. My opinion is that the children need to read books, because the information on books can’t be changed in seconds. Furthermore, the need of learning to gather the information in a more classic way will help them when they become adults to better use AI tools as they will have some of that information in their minds from previous homework’s, tasks, assignments and tests. If they start using it early on they will become lazy and we will hinder them to possess any kind of true knowledge.
195. Not at this time
196. I feel human to human connection is reducing with increasing use of all technology. I believe this is impacting increase in anxiety for children and young people
197. Adaptive learning tools might be useful. Don’t think children should be interacting with chatbots.
198. bit scary
199. Concerns about how it will shape the future of Education, and reduce the opportunities children have to become problem solvers and critical thinkers, to be creative and innovative and a general over reliance on it
200. I feel it promotes laziness and has no relevance to kids' creativity and learning
201. Children need to be educated in its limitations
202. AI is a recent evolution and is still in its infancy. The potential is huge however the error rate and potential for abuse is also huge. AI trains on the data it is provided and therefore accuracy in what it presents is open for interpretation. I have grave concerns for AI being used in assessment. The fact that AI has been shown to make its own answers up is concerning. I also have large concerns for AI being used by children in their research and understanding. AI has been shown to create references to non existent research. It is important children understand how to conduct good research and not blindly trust an AI output.
203. The AI tools used in class should be EU based, GDPR compliant and the child’s data segregated. Models should be based on European trained datasets to avoid negative non-EU bias.
204. Parents must take responsibility for their child's use of AI at home. Parents must supervise h/w and check it.
205. Teach them how AI can be useful tools to make project better with faster time
206. we need to work with it and around it. Its open sourced materials and open to interpretation and still in the early stages of development for schools.
207. AI can be an assistive tool, however too many adults become dependent on this for their critical thinking and then in turn are not passing on the same curiosity to question things. Younger minds are more susceptible to feedback that is mirroring and AI can become a source of every thing true, including replacing ones own judgement without the criticism of faulty programming.
208. Children over rely on it for assignments.

209. It shouldn’t happen and is at odds with the EUs move to regulate child exposure to big techs and protect users.
210. In my experience, if AI is used for good, it can be helpful. My kids prefer to read real books, instead of ebooks (which I find handy on the go). And it's important to keep the value of real books, and reading. Esseys I believe need to come from a child, not AI. If it's not child's own idea, it's hard to build on it, expand it. And it's probably easy to allow AI just to do a bit more, a bit more... until it's too much.
211. Concern about it AI missing out or misinterpreting answers that may be correct but don't adhere to their rigid algorythm
212. They need to be ahead of learning around technology, as it will not go anywhere, just keep advancing. Like intro to computers in 80s... where are we now: typing on mobile devices answers on questions around AI;) The faster kids will grasp it, faster they will be comfortable with it and creating amazing things.
213. I do not want my child subjected to AI. Even more jobs will be eradicated as a result. What’s wrong with current system? More screen time is not needed for children.
214. I'm very concerned about the lack of regulation or guardrails in these AI tools. They may be dangerous to my child.
215. I'm open to AI being used to assist teachers with learning and admin. But the balance needs to be right to ensure personal teaching touch is not lost for the children. Additionally there needs to be clear implementation of ethical use/guidelines for AI use of the data.
216. AI takes away children thinking for themselves as AI along with technology prevents looking for answers because it gives it to you. We have access to more knowledge but seem to be lacking in intelligence
217. Knowledge is power but if you create a barrier between teachers, parents and children using AI in schools - We will always fall behind. Students will have no confidence in teachers. Teachers will have no confidence in themselves and parents will have no clue what on earth in happening and why their children are suddenly so disrespectful or lazy or disconnected.
218. I am fine with teachers using it to reduce their workload with admin. A 2025 MIT study found a preliminary link between using AI chatbots like ChatGPT for writing tasks and reduced brain activity and memory, a phenomenon dubbed "cognitive debt". This is only very scant early evidence. I feel very strongly that AI should not be used by students, until evidence exists that shows us the consequences of such use. Just give it a few years, when we have conclusive evidence of exactly how it reduces cognitive ability in people that use it then it will be clear that we should not be using it in education. We could teach students about the risks and put in place proper methods of ensuring they do their own school work without the assistance of AI. I would implore those considering this to look to the example of smart phones and social media which were blindly introduced into childrens' lives with terrible consequences, and now it is so difficult to claw back control. Do not introduce AI into schools without any evidence to support that move.

219. Kids have enough technology
220. Last school year - heard a speech from a teacher but was obviously AI generated as the turns of phrase weren't "Oxford English " & a few obvious American words inserted.....I was listening as parent - but students too heard that speech & surely it was far from appropriate as they were encouraged to lead & develop potential etc that speeche was A1 generic generates
221. I think we should be allowed to make up our own minds. We should not be forced to accept AI. I think it's also the responsibility of government to be well informed of benefits and risks before rolling out AI or it takes over completely
222. It’s not a good idea in children’s education
Please keep in mind AI is still new and the information provided in some chatbots is incorrect.
223. Also ensure you choose any products carefully, there are many AI companies at the moment in 5 years they will not all survive, if you invest in the wrong company you may loose that time / investment. Using AI to aid admin in schools / to assist teachers is very different to using/exposing AI to children.
224. I think children should learn how to critically thing, not have information handed to them
225. My youngest has recently been diagnosed with dyslexia so any help in tailoring material to assist him would help. However I am reluctant to rely heavily on it unless it compliments teaching already in place. My son has way too much screen time as it is, so any AI involved should be used by the teacher to enhance their offering as opposed to substituting for it and creating more screen time for him.
226. I work with AI and strongly believe it is a lazy way of doing academia and so no not for my child's learning process.
227. I don't want training as I do not see a need for it in education. I only see a need for children to understand how to use it safely at home and that it is not the ultimate authority. There are critical thinking skills that can be learnt in the way AI is prompted.
228. Currently AI is unreliable. I'm sure there are many advantages to taking away busywork from teachers so they can teach, or have time off without being weighed down by tedious marking etc. But there still needs to be human oversight. I also question the environmental impact of data centres guzzling natural resources for what might be a short cut.
229. I don’t need training. I don’t want AI in my child’s learning.
230. I think teaching should be left to teachers, and resources like this used in moderation.
231. Are we disabling ourselves further as human beings with quick fixes?
232. That it's not accurate and less inclusive than traditional learning and support.
233. I think allowing children to use AI to gather data to support study or generate draft responses could negatively impact their critical thinking. It should be to the traditional approaches of study and analysis

234. More clarity who's behind AI and the content created and their intentions is something that concern me
235. AI is not something that should be forced onto young children in any way, shape or form. It's for adults to decide for themselves. It's detrimental for the environment and there is no excuse for using it whatsoever.
236. I think we're on very thin ice when it comes to AI and children. There is no framework to use AI in schools and as much as I consider myself a forward-thinking person, I would prefer to put policies, usage and framework in place and test it for a limited time, come up with feedback and move from there. To start using AI without a framework is irresponsible.
237. Understanding of what is planned for use and how state plans to assess use of Ai in projects for state exams especially new leaving cert it will be advantage for those who have access to different AI tools and disadvantage for those who do not. State exam fair as child can be seen writing answers projects will be highly problematic for assessment due to potential to use AI wrong time to introduce this element
238. Should not be used!!
239.We need to view AI like we viewed the calculator. We use it to assist with the basic calculations but we use our brains to do more difficult maths. We need to use it to become better citizens.
240. I think we need to strategise what's valuable about our current learning approach and balance this with the value that AI could bring to a strained education system. We need to be in a position to use AI responsibly and ethically while also teaching children and parents about AI, the dangers it could present and how we can optimise this technology to our advantage and make a positive contribution to life. The future is in our children's hands, and the values we teach them now will protect all of us in the longer term.
241. AI is still incredibly new. We dont know yet what its role will be, not just in education. But its important not to be against it, just because its new.
242. I just want that in addition to using AI, children learn other ways to get relevant information in the event of a technology failure. We older people come from other times, i.e. I am a millennial generation and I know where and how to find relevant information even without AI. I believe that we should enable children to acquire both skills and ethical use of AI and what if the technology fails. Information and digital literacy + critical thinking is key for a person in all segments of life, and we should also teach our children about them, plus I would add emotional intelligence. :)
243. AI is already replacing our brains. I do not want my daughter to find easily all the answers, so that once she grows up she wouldn't even be able to write a letter by herself without AI help, that she thinks that it's useless to spend hours drawing because AI will do that in 10 seconds for her. She needs to make an effort and time to achieve things in her life, she needs to accept that things do need time to be made. So, again: AI as a TOOL to achieve a goal with effort and teamwork with teachers and parents, YES. (If necessary). AI as a REPLACE of the teacher's job or as the kid's skill, NO.

244. I would require reassurance that AI utilisation in education was removing repeatable tasks that are time consuming for teachers where there is little value add. I would want visibility of the cost benefit analysis regarding the value add (to my child, their classmates, the teacher and school community) outweighed the negative environmental impacts of deploying this advanced technology at pre-primary and primary school level. I appreciate at post-primary there is a need to prepare children for tertiary education and work however, I believe it is critical to couple the inclusion of AI into education curriculum and pedagogy with full disclosure of the risks and unintended consequences of its deployment - eg explicit awareness raising that ever query of a chatbot has an environmental footprint!
245. Teaching kids with AI it’s like teaching to use a calculator without understanding the underlying math. They first need to learn how to walk, before they learn how to run.
246. No because we won't use it. Let the child develop their own cognitive abilities , ai makes the mind lazy
247. Na
248. It’s a new thing, needs exploration, training explanations
249. I think if children are being taught or and using particular programs, parents should have a minimum standard of knowledge on it.
250. I am in general concerned using AI in primary school. It is not clear to my understanding, who is training AI, where it gets it's information from and whether this was peer reviewed at any time. Discussing AI with IT specialists, it appears to me that not all the answers are correct and while adults migt be able to question certain answers and be critical, children might just take them as given. I am also wondering what it does to our childrens learning, problem solving, using their brain to think and be creative. Is there any health implications like eye sight issues and general health due to the screen time increase? Will basic skills be lost or not learned in the first place? Will day to day tasks be an issue if answers are not thought about, but instead just copied from a machine? Are social skills effected by engaging less with people? Even in our society AI has not itself proven to be bulletproof? Is this an experiment with our children in school and to what cost and consequence? Using the principle of precaution I would strongly suggest to wait and see how AI develops over the next while in order to protect our children from consequences, which might not be foreseeable yet. There is also a strong concern about data protection. Who is collecting all the data and what is it used for? Is there any computer programme 100% safe from beeing accessed by IT specialists? On the note of CO2 emissions, why are we increasing the usage of energy through computers and data centres, if it damages our climate?
251. Children may over achieve but may not actually know the subject
252. I am a teacher in primary school in SET and I use it tailored to my group or student with very specific requests as per the curriculum. It has provided great resources and suggested activities that help learning and make it fun and engaging. It has helped me think outside the box. I love it.
253. No

254. My concern is that it will be used across the board which might not suit all children and the information can be controlled without allowing critical thinking .
255. We should invest in real human teaching and interactions. Better salaries for teachers so it attracts young people to become educators. AI should not replace critical thinking and natural process of learning.
256. Because we should not be integrating AI into our children's education.
257. A teacher should be teaching my child not a computer. A computer can't pick up on my child's emotional struggles with a subject.
258. no
259. Refer to Nobel prize winner Geoffrey Hinton. Godfather of AI dangers warnings regarding the use of AI
260. Yes. I am very skeptical when it comes to AI being used in schools.
261. I don’t know this is a good idea to introduce the children to A.I from such a small age. They need first to learn the basics before jumping in the world of A.I. They don’t need A.I for learning. That’s why there’s teachers to help them develop and learn how to socialize.
262. Yes, I don't agree with the use of AI at school, and any data of my child must be added without my permission. As I said AI doesn't help children to develop their skills but it only slows down and reduces their capabilities of communication and creativity.
263. Don't do it. Just don't. Listen to the critical voices. I'll repeat this, from my previous answer: As someone who has worked in tech and in social media for 15 years now, I cannot stress enough how damaging this technology is for all of us, and particularly for younger, more malleable, more gullible, less critically aware minds. As a society we should be focussing on keeping screens, tech, and AI out of classrooms for as long as is possible. As anyone who works at the forefront of tech will tell you: they do not let their children use smartphones or other devices. The future that our children will inherit will be very different and the most important skills they will need are creativity, curiosity, the capacity for imagination and original thought, and a communal approach. Those are going to be the most important differentiators in terms of their success in the workplace, and in life. Our school system currently squashes their creativity as much as possible to make them fit into the model of what is 'expected' - if we could lead with creativity and curiosity first, we would be sending them into what is sure to be a very different world as well equipped as we can.
264. I am concerned that it's going to be used as a cost-saving tool than something that'll provide ACTUAL quantitive value to our state's children & their development. It is nowhere near sophisticated and consistent - or HUMAN - enough to be trusted to help shape our children's education. This is folly writ large.
265. Keep experimental technologies away from children education (do teach them about AI)
266. With the conversations already happening about devaluing university qualifications, what safeguards are being put in place to protect the learning standards.
267. Concerned that truth could be lost by false propaganda

268. Children at primary level need more curriculum connected to the outdoors, time spent learning in nature, time spent away from screens and technology. Primary students are already exceeding the recommended HSE and other government bodies healthy screen time limits, the screen based learning taking up most of their day at school. They have enough of that time spent learning ICT skills through the curriculum, they need more movement, more creativity and more place-based learning. The Dept of Education needs to look at the control and ethical standards of the tech companies who are generating the AI material

269. My main concern is that there seems to be little or no mention of the harmful effects of AI both to the environment and curiosity,creativity and wonder

270. Not in favour of AI replacing good traditional teaching of reading & writing skills which seem to be lost in favour of technology

271. A computer is not a person no matter how 'sophisticated' it becomes.

272. The use of Ai should be consulted and agreed with parents

273. I don’t believe AI should be adopted in our education system. It is untested and can be manipulated. It can damage our children’s brain development, critical thinking and skilled writing development. Take note of how the US and UK education systems have been down graded. We need to protect our own and retain true teacher training and their human ability to effectively engage and develop our children’s minds.

274. WE DO NOT NEED AI TECHNOLOGY

275. AI helps our ND child do her homework. My partner built a module to coach her and help her focus. But we need to utilise AI and spend time teaching our kids what they will really need for the future in a world with AI

276. I think if AI gets integrated into the education system, it risks our children not really getting much of an education.

277. I think AI should not be introduced to schools, especially primary schools.