

Preparing students for the
rapidly changing,
generative AI-assisted
workplace through survey-
informed dialogue.

8th World Conference on
**Education
and Teaching**

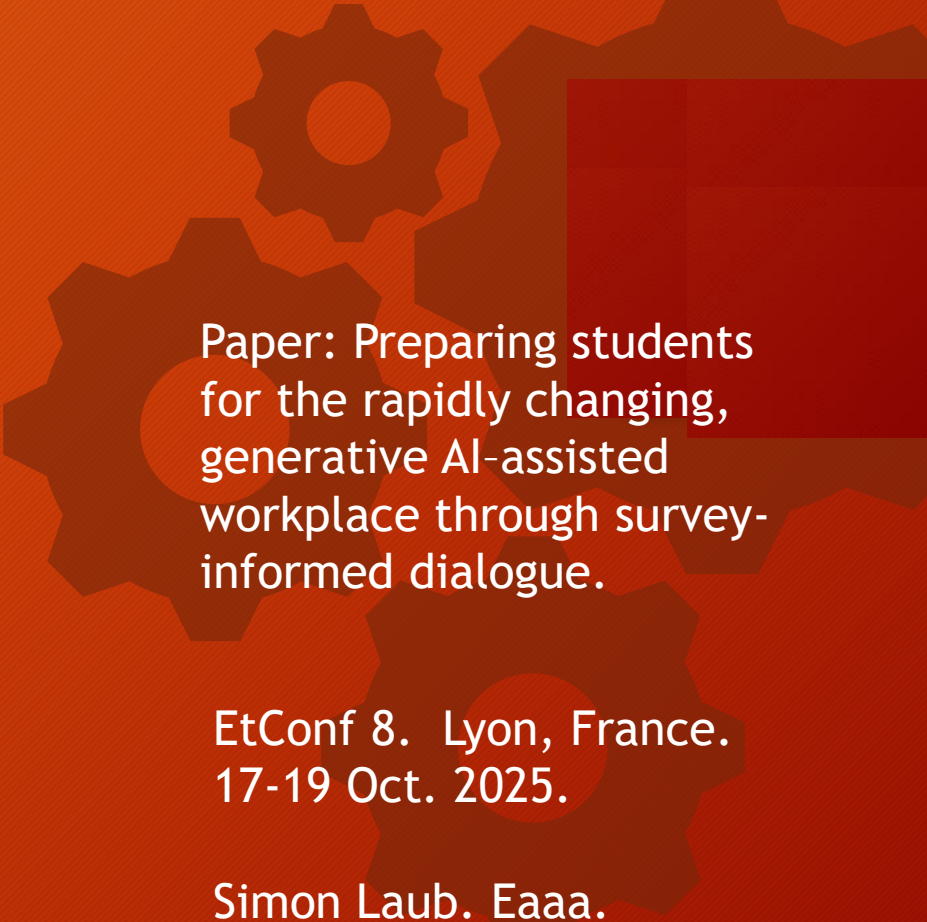
17 - 19 October 2025 | Lyon, France

ET Education and Teaching
Conferences

Simon Laub. Eaaa.
Aarhus, Denmark.

This presentation:

Introduction,
Methodology,
Results & Discussion
and Conclusion.



Paper: Preparing students
for the rapidly changing,
generative AI-assisted
workplace through survey-
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Introduction:

Gen AI impact:

Education has seen students using generative AI for tasks ranging from writing help in assignments to teaching assistance for understanding difficult subject material.

Generative AI's impact on *workplace* practices has been equally substantial. Studies have found that access to AI assistance can increase worker productivity. Generative AI can help users process emails faster, provide useful inputs to coding tasks and more.



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Introduction:

Starting in spring 2023, and continuing until spring 2025, a series of small-scale surveys, 12, was conducted in economics and IT classes at Business Academy Aarhus, Denmark. In total, approximately 185 students participated, spanning both AP and bachelor-level programs.

Survey questions about:

- Perceptions of generative AI capabilities.
- Using generative AI in projects.
- Role of generative AI in education.
- Use of generative AI in industry.

Methodology:

With educator, AI-practitioner and consultancy backgrounds, this practitioner inquiry aims to *combine* these

- Insights from small-scale student surveys
- With reflective analysis based on professional experience working with generative AI in learning and workplace contexts.

To set future directions.

Using answers from surveys to start dialogue:

- Exact answers from surveys are probably less important than *using the questions to spark dialogue* with students about the assumptions, biases, and implications of using generative AI in education and in the workplace.

- Dialogue with students about generative AI's role in education and in the workplace is seen as essential to *question, analyze, understand, and set future directions*.

Results & Discussion:



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Some (not surprising) survey results:

Generative AI in projects. IT students seemed convinced that generative AI will be an integral part of future software projects. And not just on small trivial tasks, a majority was also convinced that generative AI would be a valued assistant working together with humans on larger, more complex projects

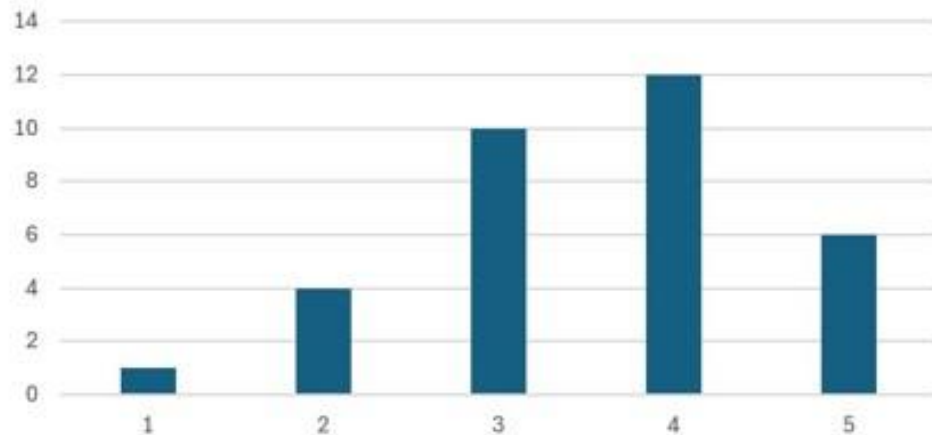
Generative AI in education. Asked about whether it matters who teaches you a certain skill, most students seemed indifferent to whether a learned skill was acquired from a human or a machine.

Generative AI in industry. Clear majorities in the classes surveyed were convinced that generative AI is used in the workplace. Most were also convinced that AI will go beyond assisting in office tasks, and saw it taking on roles such as shop assistants, and more,

Results & Discussion:

Results from student survey
(examples with illustrations).

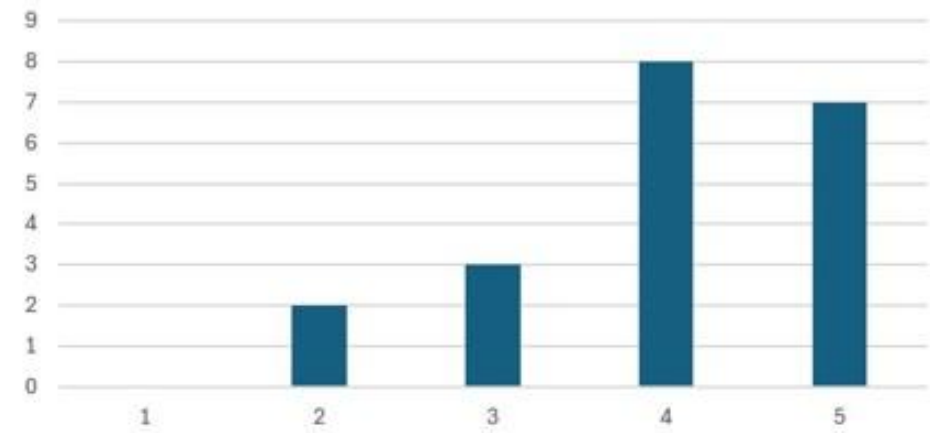
Does the rise of generative AI necessitate
substantial changes in IT education?



1.No 5.Yes.

Survey results. Eaaa, Oct. 2025.

Skills that I get from chatGPT are just as valued as
skills I get from humans.

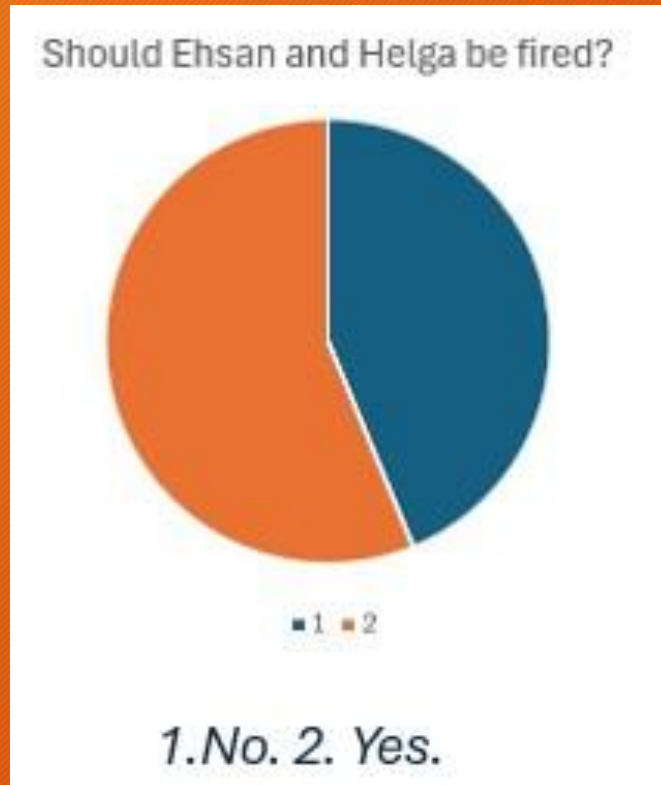


1.Skills coming from machines are not very valuable. 5. Skills are skills.

Survey results. Eaaa, Oct. 2025.

Results & Discussion:

Results from student survey
(examples with illustrations).



Survey results. Eaaa, Oct. 2025.

Faced with a, fictional, detailed and emotional scenario in which generative AI could replace long-serving, loyal employees, students were split on whether staff like Ehsan and Helga should be let go. Still, most students were not personally worried about generative AI's impact on the job market.

Notice (*perhaps surprising*): Regarding generative AI in real-life use, most students felt that generative AI solutions would generally work well and, while some had reservations, the majority did not express significant distrust in what companies and professionals might develop or implement.

Results & Discussion:



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Discussions with students after survey (Discussion 1).

Yes - gen AI can help in education, but....

(For certain writing assignments...)

- Our brains are more actively engaged when we are not using generative AI... Finding your own words, opinions, and appropriate expressions are harder than “swapping out your brain for generative AI”.

Discussion: Dial down activity and you risk missing out on learning, does seem to follow along nicely with other neuroscience findings: Use it or lose it, mental abilities come by activity and deteriorate when not actively used.

Results & Discussion:

Complex tasks. Can genAI help?



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Discussions with students after survey (Discussion 2).

According to students: Yes - gen-AI can sometimes help with complex tasks... "Outsourcing parts of our thinking"

Students say: AI could be a helpful assistant on larger, more complex projects.

Discussion: Indeed, we should certainly remember that outsourcing details of our thinking can allow us to focus more on what is important to us. I.e. given that short-term memory typically holds only 4-7 chunks of information at a time

Results & Discussion:

Who is the better programmer?

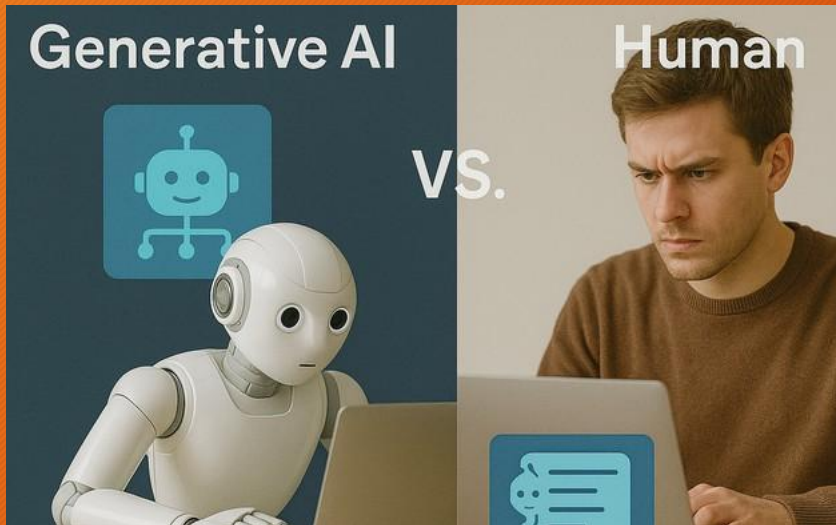


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Discussions with students after survey:
(Discussion 3):

When students are asked to *compare their own programming skills with ChatGPT*, and answer that ChatGPT is likely the better programmer, this raises fundamental questions about the nature of programming competence.

- Specifically, to what extent are understanding of the real world, awareness of one's actions and of how programs are applied in real-world contexts, also something a programmer is expected to know about?

Discussion: Is it true - "A generative AIs ability to outperform humans in economically valuable tasks demonstrates high intelligence, equating intelligence with economic performance".

I.e. This framing should be questioned, as it makes human beings' ability to act with wisdom, discernment, courage, and commitment to justice, no more than poetic license.

Results & Discussion:

A good teacher knows what is relevant and what is not...



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Discussions with students after survey:
(Discussion 4):

In the surveys, students may have been indifferent to whether a skill was acquired from a human or a machine, but it should be noted that AI systems can only teach skills they possess....

Living in the world teaches us (humans) what is relevant and what is not (Not “abstract” symbols...).

Where the actual experience of living in the world, and being guided by that, is conspicuously absent in current AI systems.

...

It wasn't all that surprising that the survey found that students were divided on the prospect of replacing teachers with AI systems in the future.

Results & Discussion:

Fears about generative AI taking over jobs...



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Discussions with students after survey:
(Discussion 5):

In the surveys, students were, apparently, not (that much) personally worried about generative AI's impact on the job market.

Discussion: Our minds are nested minds living inside a certain culture. A Scandinavian perspective on how to deal with the impacts of automation is likely to vary from what is seen in other parts of the world... These students felt relatively safe....

Fears people (not just students) might have: Ranging from fears that AI could potentially be used in carrying out cyberattacks, to worries over negative impacts on salaries, to worries over plagiarism, intellectual property rights, biases and discrimination etc. Notably, a majority also report anxiety about the possibility of AI taking over their jobs

Conclusion:

Struggling... to “make sense” and establish the good workplaces of the future.

What is relevant...?



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Dialogue with students about generative AI's role in education and in the workplace is seen as essential to ***question, analyze, understand, and set future directions.***

Establishing the future workplaces that students want to be part of...

- Generative AI does not know what it is like to be in the world. It does not have a world model that can help it obtain a coherent three-dimensional understanding of what the world is. There are no sensations of being aware of something.
- Humans on the other hand are constantly struggling to make sense of the world. Struggling to maintain long-term goals without being distracted by short-term rewards and struggling to construct and maintain a coherent life story in a never-ending search for meaning.
- But ***humans do know what it is like to be in the world, and humans do have world models that can give them an understanding of what is relevant and what is not.*** Essential to establishing the workplaces of the future that people would like to be a part of.



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Thank you for your attention !