AI-LEARN
ERASMUS+ PROJECT

National Research Report: AI Usage Among Students in the Czech Republic

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Overview and Methodology

This report presents findings from research conducted in the Czech Republic as part of the Erasmus+ project Artificial Intelligence – Literacy, Ethics, and Responsible Navigation. The research aimed to examine students' awareness of Artificial Intelligence, their patterns of AI use, perceived benefits and risks, levels of digital and AI literacy, ethical and privacy-related concerns, and expectations regarding future school support.
The research combined quantitative and qualitative methods and was conducted at EDUCAnet - Secondary Technical School in Brno. Quantitative data were collected through a Google Forms questionnaire consisting of 57 substantive questions. The survey was completed by 93 students, exceeding the minimum expected target of 70 participants. A focus group with four students was also conducted to provide further insight into students' experiences, attitudes, and concerns regarding the use of AI in education.
The results provide valuable insight into the experiences and attitudes of participating students.
However, due to the size and specific composition of the sample, the findings should not be interpreted as statistically representative of all students in the Czech Republic.

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1. Demographic Information

The student sample consisted of 93 respondents from the Czech Republic. It included 58 male students (62.4%), 32 female students (34.4%), and 3 students who selected another gender category (3.2%). The mean age of respondents was 17.1 years, with a median of 17 years. Most respondents, 95.7%, were between 15 and 19 years old.
The sample was predominantly composed of students enrolled in VET programmes, particularly IT and Engineering (59 students; 63.4%) and Economics and Business (33 students; 35.5%). General secondary education (gymnasium) was represented by only one respondent (1.1%).

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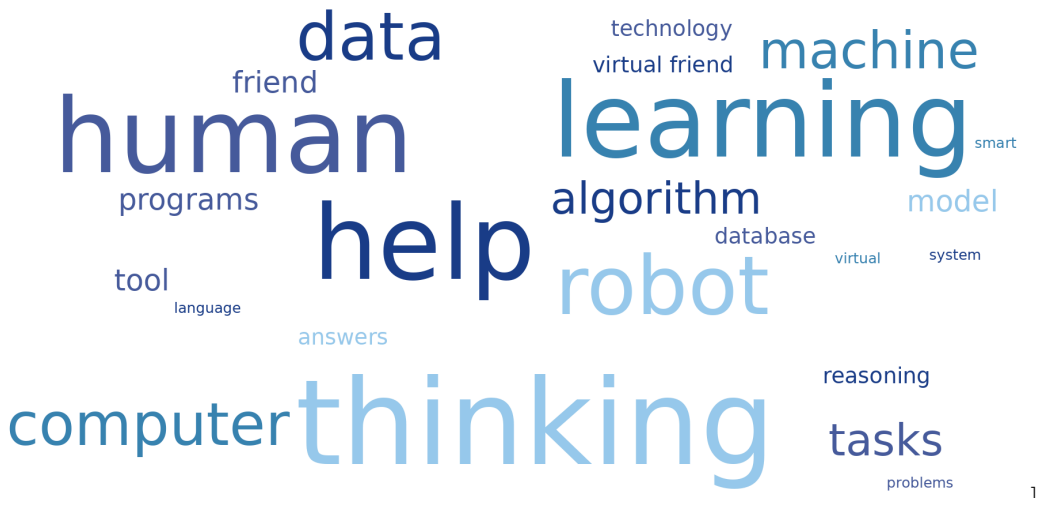
2. Awareness of AI

The survey shows a high overall level of AI awareness among students. Students rated their familiarity with the concept of Artificial Intelligence at an average of 4.03 out of 5. More than three-quarters of respondents, 76.3%, rated their familiarity with AI at level 4 or 5.
ChatGPT was the most widely used AI tool, selected by 96.8% of respondents. Other commonly used tools included:

- Gemini: 82.8%
- Canva AI: 46.2%
- Copilot: 43.0%
- Midjourney: 26.9%
- DALL·E: 23.7%

This suggests that students are familiar not only with general-purpose chatbots but also with a broader range of text, coding, research, design, and image-generation tools. However, familiarity does not necessarily mean full conceptual understanding. Only 54.8% of students stated that they understood the difference between Generative AI, such as ChatGPT, and Narrow AI, such as recommendation systems. To complement the quantitative findings, students were also asked to describe Artificial Intelligence in their own words. Figure 1 presents the terms most frequently mentioned in their responses. Larger words indicate concepts that appeared more often, providing a visual overview of how students commonly understand and associate AI.



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3. Frequency and Purpose of AI Use

A total of 90.3% of respondents reported using AI at least several times per week. This includes:

- Multiple times per day: 44.1%
- Once per day: 18.3%
- A few times per week: 28.0%

Only one respondent, 1.1%, stated that they had never used AI tools.
AI use is not limited to recent experimentation. Nearly two-thirds of students, 64.5%, had used AI for at least one year, including 38.7% who had used it for one to two years and 25.8% who had used it for more than two years.

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[1] Figure 1. How the students describe Artificial Intelligence. *Source: Erasmus+ Student Survey, 2026 (n = 93).*

AI is also strongly connected to schoolwork. A total of 81.7% of respondents stated that they use AI for school-related work regularly or sometimes. Students most commonly use AI for:

- Information search and answers to questions: 87.1%
- Studying and academic tasks: 64.5%
- Coding, debugging, and technical tasks: 41.9%
- Writing assistance: 33.3%
- Brainstorming and idea generation: 30.1%
- Language learning and translation: 29.0%
- Image generation and visual design: 20.4%

Students saw the greatest potential for AI in research, homework, foreign languages and translation, mathematics and STEM subjects, and creative writing. This suggests that students see AI not only as a shortcut for answers but also as a tool for research, technical support, learning assistance, and content development. AI is also increasingly shaping how students search for information. When looking for information online:

- 39.8% use AI tools and traditional web searches equally
- 33.3% mostly use AI tools
- 26.9% mostly use traditional search engines

This means that 73.1% of respondents already rely on AI either primarily or equally alongside traditional web searches. Schools, therefore, need to address how AI affects students' information-search behaviour, including the ability to distinguish between quick AI-generated responses and reliable, verifiable sources.

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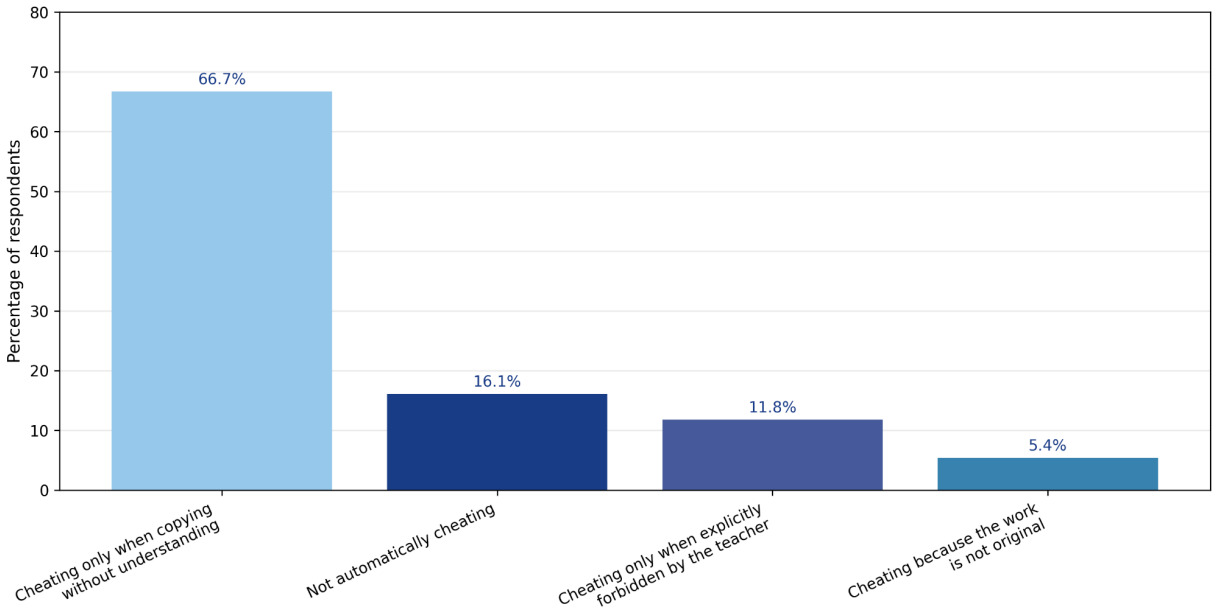
4. Perceived Benefits and Risks

The students clearly recognise several practical benefits associated with AI use. The most frequently identified advantages were saving time on repetitive or boring tasks (67.7%), quickly summarising long texts or large amounts of information (46.2%), and having a tutor available at any time to answer questions (43.0%).
At the same time, they also recognise important risks. The main concern was over-reliance and the loss of critical-thinking skills (68.8%), followed by deepfakes and misinformation (48.4%). Data privacy, security, and possible job loss were also highlighted by 40.9% of respondents, showing that students are aware that AI can be useful while still creating significant educational and social challenges.
As shown in Figure 2, students' views on academic integrity are mostly conditional rather than absolute. Most respondents did not see AI use as automatically cheating, but considered it problematic when students copy AI-generated answers without understanding them. This suggests that students distinguish between AI as a learning support tool and AI as a substitute for their own work.



[2]

However, the findings also show the need for clearer school-level rules on acceptable AI use, authorship, transparency, and citation. Students' expectations about AI's long-term impact on education were relatively balanced. A total of 44.1% expected AI to have a mostly or significantly positive impact on education, while 36.6% expected a mostly or significantly negative impact. This suggests that the students recognise both the potential and the risks of AI.

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5. Self-Assessed AI and Digital Literacy

The students generally rated their digital and AI-related competencies positively. The average self-assessment of digital skills was 3.73 out of 5, with 65.6% rating their digital skills at level 4 or 5.
Self-assessed AI literacy was slightly lower, with an average score of 3.63 out of 5. A total of 55.9% rated their AI literacy at level 4 or 5. Confidence in using AI tools independently was also moderate to high, with an average score of 3.53 out of 5.

These findings suggest that students are generally comfortable with digital technologies and AI tools. However, their critical literacy remains uneven.
Trust in AI-generated information was moderate, with an average score of 3.16 out of 5. Only 33.3% of students rated their trust in AI-generated information at level 4 or 5, indicating that many students do not fully accept AI outputs as automatically reliable.
Students' fact-checking practices were somewhat stronger than in many general discussions about student AI use, as shown in the Figure 3.

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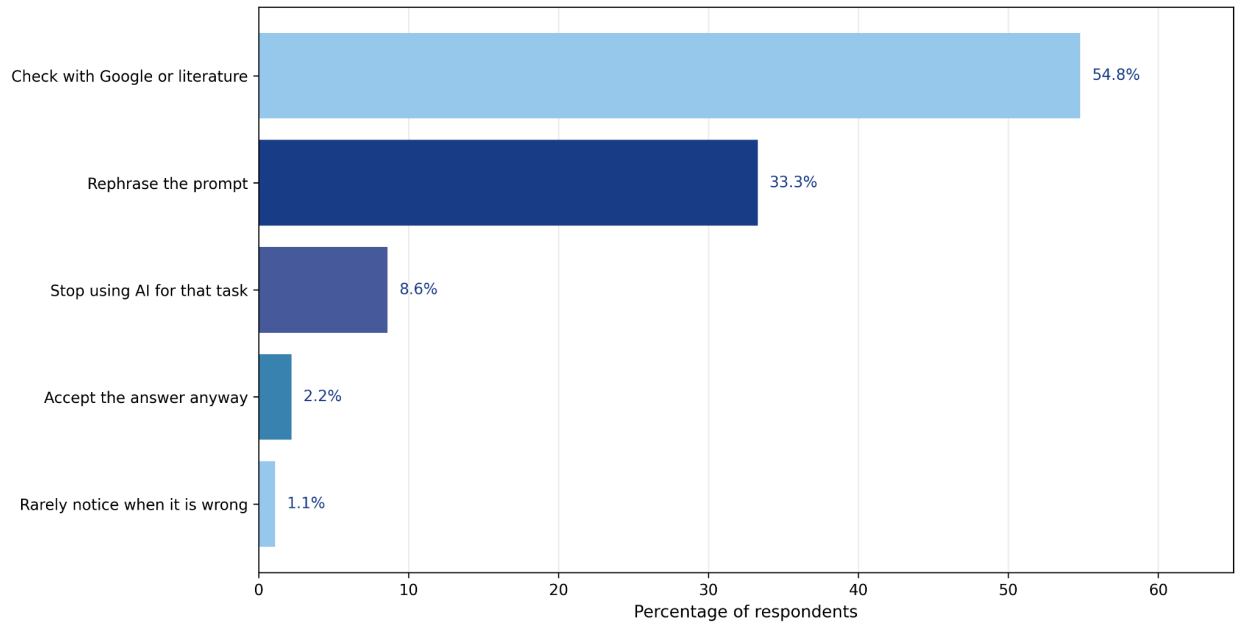
[2] Figure 2. How the students search for information Online. Source: Erasmus+ Student Survey, 2026 (n = 93).



[3]

Students' source-checking practices were mixed. While 47.3% reported opening AI-generated links to verify whether the information was actually available in the source, 24.7% only checked whether the link appeared legitimate. A further 14.0% stated that they use AI mainly for explanations rather than for finding sources, indicating that verification practices are present but not yet fully consistent.

Knowledge of AI citation was evenly divided. While 49.5% of respondents reported knowing how to cite an AI tool in a project or paper, 50.5% did not.

Taken together, these findings suggest that students are relatively confident users of AI, especially in practical and technical contexts. However, their competence is stronger in using AI than in consistently evaluating AI outputs, checking sources, citing AI tools transparently, and recognising when AI-generated information may be unreliable.

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6. Privacy, Personal Use, and Responsible AI Use

The survey also explored students' privacy awareness and personal use of AI tools. A total of 57.0% of respondents stated that they were aware that prompts and data entered into AI tools may be used to further train models and that they were careful about what they shared.

As illustrated in Figure 4, students reported sharing not only school assignments or essay drafts with AI tools, but also more personal information. While school-related content was the most common type of information shared, a substantial proportion of students also reported asking AI about medical symptoms, future plans, or personal feelings. This highlights the need to address privacy, safe data-sharing practices, and the limits of AI-generated advice in future AI literacy activities.

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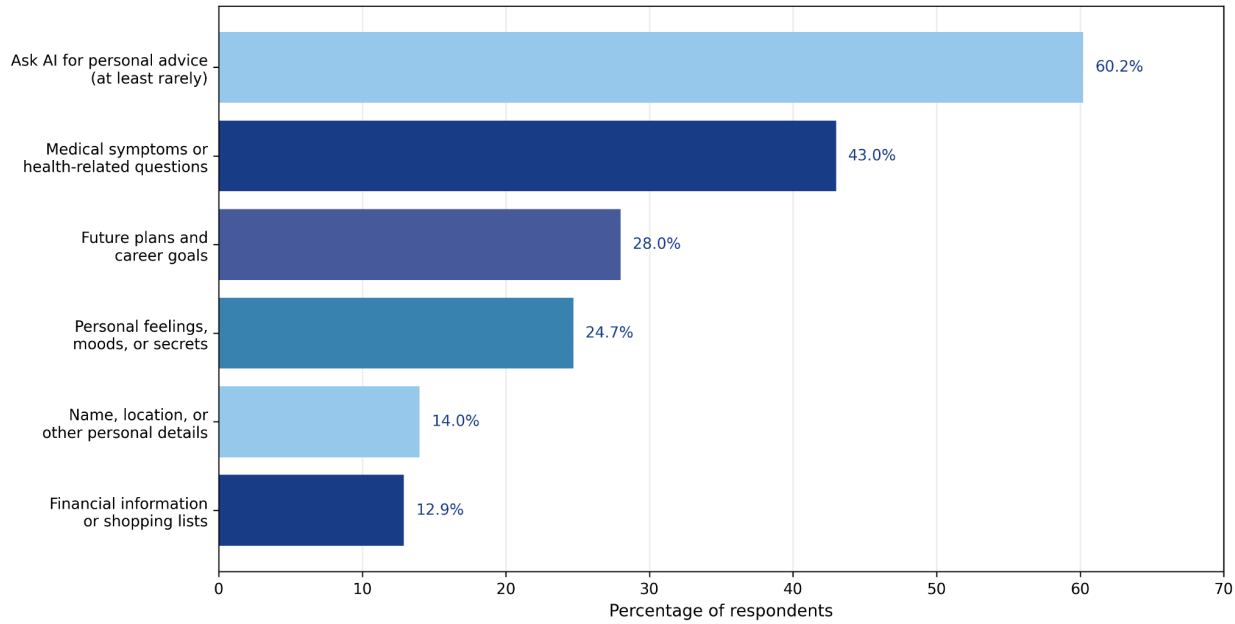
[3] Figure 3. What Students Do When an AI Answer Seems Wrong. *Source: Erasmus+ Student Survey, 2026 (n = 93).*



[4]

Although many students report being careful about privacy, the findings show that sensitive information is still commonly shared with AI tools. Students should be encouraged to understand that AI tools are not substitutes for teachers, parents, medical professionals, counsellors, mental health support services, or trusted adults.

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7. Training Needs and Future Expectations

Formal AI training remains limited among the surveyed students. Only 17.2% of respondents had attended an AI-related course or training, while 82.8% had not received formal AI education. Most students learned to use AI informally:

- By experimenting independently: 50.5%
- From friends, colleagues, or peers: 21.5%
- By simply starting to use AI without structured learning: 18.3%
- By reading articles or guides: 5.4%
- Through tutorials or online courses: 4.3%

Students expressed interest in developing practical and critical AI skills. The most frequently selected learning priorities were deep research and information retrieval (46.2%), understanding how AI works (43.0%), and writing more effective prompts (39.8%). Interest in visual AI, responsible AI use, and creative content generation was lower but still present, showing that students are interested in both technical and creative applications of AI. When asked how schools could support AI literacy, students most often selected courses or workshops on AI tools and concepts (38.7%). Integrating AI topics into existing subjects and

[4] Figure 4. Personal Advice and Sensitive Information Shared with AI. Source: Erasmus+ Student Survey, 2026 (n = 93).

organising seminars or guest lectures were jointly ranked second (34.4% each), followed by guided classroom practice with AI tools (29.0%). Overall, the findings suggest that students do not simply want access to AI tools; they expect schools to provide structured learning opportunities, practical guidance, and reliable information about how to use AI effectively and responsibly.
Students were more confident about AI's future relevance for employment. A total of 69.9% believed that AI would be a required skill for their desired future profession, while 30.1% did not.

Conclusion

The student survey presents a picture of frequent AI use, strong practical familiarity, and growing awareness of both the opportunities and risks associated with AI in education. AI is already embedded in the everyday learning practices of most respondents. Students use it regularly for information search, studying, coding, writing assistance, research, brainstorming, and technical tasks. They value AI primarily for saving time, summarising information, providing immediate support, and helping with problem-solving. At the same time, students are not uncritical users. Many are concerned about over-reliance, reduced critical thinking, deepfakes, misinformation, privacy, job displacement, and the possible loss of human creativity. Their views on academic integrity are mainly conditional, suggesting that they recognise the difference between using AI as a learning support tool and using it to replace independent work. However, gaps remain in source verification, citation knowledge, privacy awareness, and responsible academic use. Although many students often verify AI-generated information, a substantial share still rarely checks facts, relies on apparently legitimate links without opening them, or uses AI-generated sources without verification.
The findings strongly support the need for future project activities focused on critical AI literacy, source evaluation, responsible academic use, privacy protection, deep research skills, and clear school-level guidance. For the participating students from the Czech Republic,, the central challenge is not introducing AI, because it is already widely used. The key task is helping students use AI critically, transparently, ethically, and in ways that strengthen rather than replace genuine learning.