



National Research Report: AI Usage Among Students in Slovakia



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Overview and Methodology

This report presents findings from research conducted in Slovakia 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 Obchodná akadémia Senica. Quantitative data were collected via a Google Forms questionnaire comprising 57 substantive questions. The survey was completed by 87 students. The research also included a student focus group to provide further insight into students' experiences, attitudes, and concerns regarding the use of AI in education. However, as the sample was drawn from one school and was strongly concentrated in Economics and Business education, the findings should not be interpreted as statistically representative of all students in Slovakia.

1. Demographic Information

The student sample consisted of 87 respondents from Slovakia. It included 64 female students (73.6%) and 23 male students (26.4%). The average age of respondents was 17.2 years, with a median age of 17. All respondents were between 15 and 19 years old.

The sample was strongly concentrated in Economics and Business education, which accounted for 85 respondents (97.7%). One respondent attended General High School/Gymnasium (1.1%), while one respondent was enrolled in IT and Engineering (1.1%). This composition is important when interpreting the findings. The results largely reflect the experiences of students in a VET context, where AI may be especially relevant for research, language learning, communication, writing, content creation, and future employability.

2. Awareness of AI

The survey shows a high overall level of awareness of Artificial Intelligence among participating students. Students rated their familiarity with the concept of AI at an average of 4.05 out of 5, while 77.0% rated their familiarity at level 4 or 5.

ChatGPT was used by all respondents (100.0%), making it by far the most common AI tool in the sample. Gemini was the second most frequently used tool (55.2%), followed by Canva AI (42.5%), Copilot (21.8%), Grammarly AI (13.8%), and Perplexity AI (10.3%).

The findings suggest that students are highly familiar with accessible and widely available AI tools, particularly conversational AI assistants and platforms for visual or written content creation. However, this practical familiarity does not always correspond to a strong conceptual understanding of AI. Only 44.8% of respondents stated that they understood the difference between Generative AI and Narrow AI, while the rest were unsure or did not know the difference.

Open-ended responses also indicate that students commonly associate AI with robots, computer systems, fast answers, data, learning, and help with tasks. Some descriptions reflected a more developed understanding of AI as a system that processes information, learns from data, or generates outputs. Others were more simplified, describing AI as a robot, a source of answers, or a tool that “knows everything.” This suggests that AI awareness is widespread, but deeper conceptual AI literacy remains uneven.

3. Frequency and Purpose of AI Use

AI use is already an established part of the students’ digital routines. A total of 86.2% of respondents reported using AI at least several times per week, including 23.0% who use AI multiple times per day, 9.2% who use it once per day, and 54.0% who use it a few times per week. Only one respondent reported never using AI tools.

More than half of the respondents had been using AI for at least one year. In total, 40.2% had used AI for one to two years, while 14.9% had used it for more than two years. This indicates that AI has become part of many students’ regular learning and information-search practices. AI use is also strongly connected to schoolwork. A total of 79.3% of students reported using AI for school-related work regularly or sometimes, while 18.4% used it rarely. Only 2.3% stated that they did not use AI in schoolwork.

Students most commonly use AI for information search and answers to questions (93.1%), followed by studying and academic tasks (70.1%). Writing assistance (40.2%), language learning and translation (36.8%), brainstorming and idea generation (33.3%), and image generation or visual design (28.7%) were also frequently selected.

Students identified the greatest potential for AI in research (56.3%), homework (51.7%), foreign languages and translation (47.1%), and creative writing (35.6%). This pattern reflects the business-oriented profile of the school, where AI is mainly seen as a practical support tool for research, writing, language-related work, and efficient completion of academic tasks.

AI is also changing how students search for information. While 44.8% reported using AI tools and traditional web searches equally, 29.9% mostly use AI tools, and 25.3% mostly use traditional search engines. This means that almost three-quarters of respondents already use AI either primarily or equally alongside traditional search tools. Schools, therefore, need to address not only how students use AI, but also how they search for, compare, verify, and evaluate information.

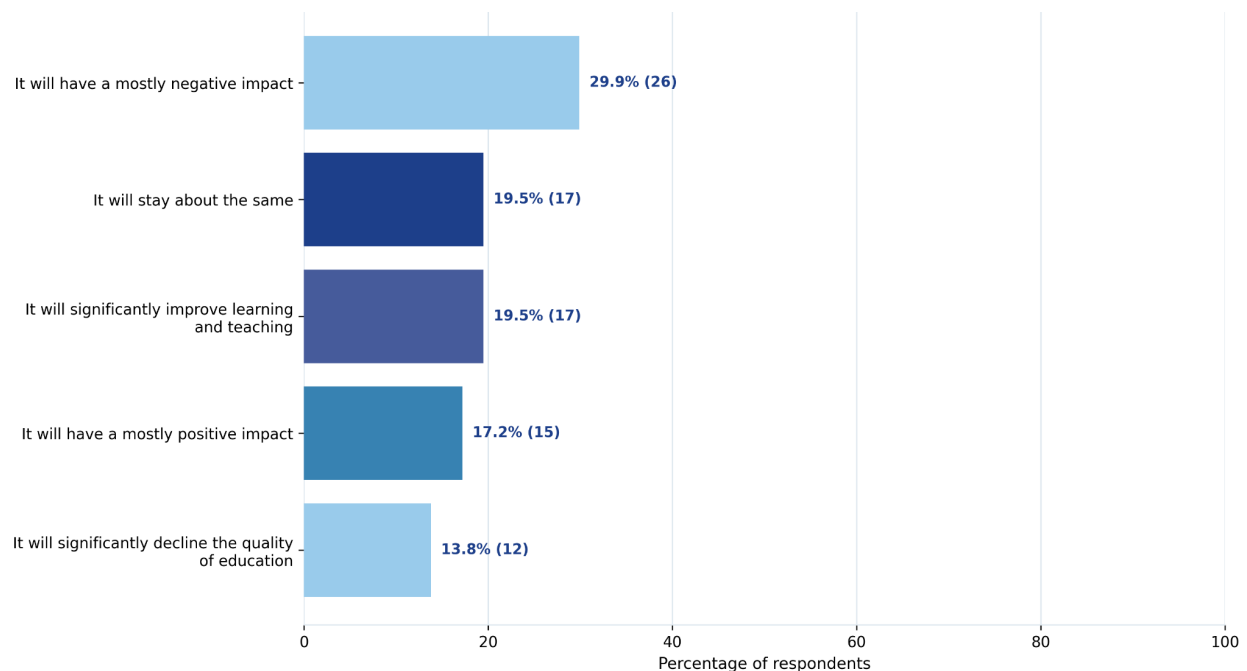
4. Perceived Benefits and Risks

Students clearly recognise several practical benefits associated with AI use. The most frequently identified advantages were saving time on repetitive or boring tasks (57.5%), summarising long texts or large amounts of information quickly (56.3%), and having a tutor available at any time to answer questions (43.7%). Students also valued language support, personalised explanations, and help with checking work.

At the same time, students identified significant risks. The most common concern was laziness and loss of critical-thinking skills through over-reliance on AI (63.2%). This was followed by loss of human touch and creativity (50.6%), deepfakes and misinformation (40.2%), job loss in future career fields (33.3%), and privacy or security risks (31.0%). These findings show a clear tension in students' attitudes. They value AI primarily for speed, support, and efficiency, but they are also aware that regular dependence on AI may reduce independent thinking, creativity, and confidence in their own abilities.

Students' views on academic integrity were mostly conditional. Half of the respondents (50.6%) believed that AI becomes cheating only when a student copies an answer without understanding it. A further 24.1% did not see AI as automatically cheating because it is a modern tool, while 14.9% believed that it becomes cheating when a teacher explicitly forbids its use. Only 10.3% stated that AI use is cheating because the work is not original. The findings reinforce the need for clearer school-level guidance on acceptable AI use, academic honesty, authorship, and citation.

Students' views on the long-term impact of AI on education are presented in Figure 1. Overall, students' views were divided, with a slight tendency towards more cautious or pessimistic expectations. This suggests that students recognise AI's potential to support learning, but remain uncertain that its increasing use will automatically improve educational quality.



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¹ Figure 1. Expected Long-Term Impact of AI on Education. Source: Erasmus+ Student Survey, 2026 (n = 87).

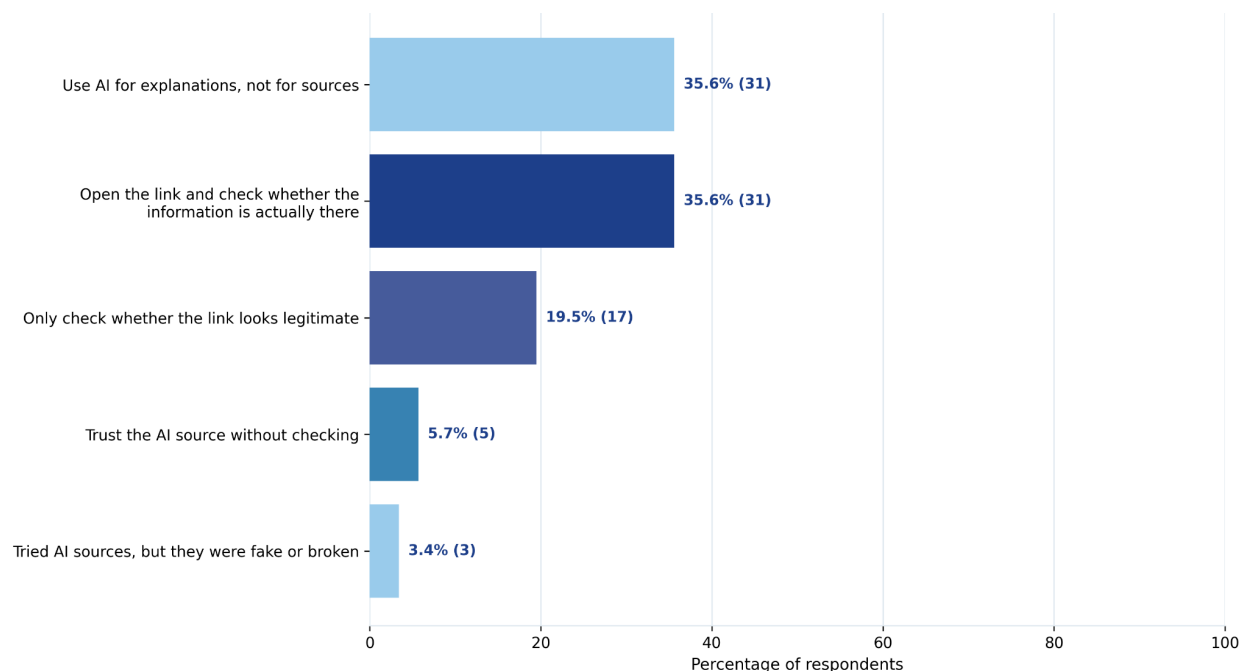
5. Self-Assessed AI and Digital Literacy

Students generally rated their digital skills positively. The average self-assessment of digital competence was 3.78 out of 5, with 70.1% rating their skills at level 4 or 5.

Self-assessed AI literacy was lower, with an average score of 3.34 out of 5. Only 37.9% rated their AI literacy at level 4 or 5. This indicates a notable gap between general digital confidence and deeper AI-specific knowledge.

Students' confidence in using AI tools independently was moderate, with an average score of 3.62 out of 5. However, trust in AI-generated information was more cautious, with an average score of 3.09 out of 5. Only 20.7% of respondents rated their trust in AI-generated information at level 4 or 5.

Fact-checking practices were relatively encouraging but not fully consistent. A total of 64.4% of respondents reported always or often double-checking information provided by AI, while 35.6% reported doing so rarely or never. Knowledge of AI citation was also uneven. Only 44.8% of students stated that they knew how to cite an AI tool in a project or paper, while 55.2% did not. Students' source-checking behaviour was mixed and is shown in Figure 2.



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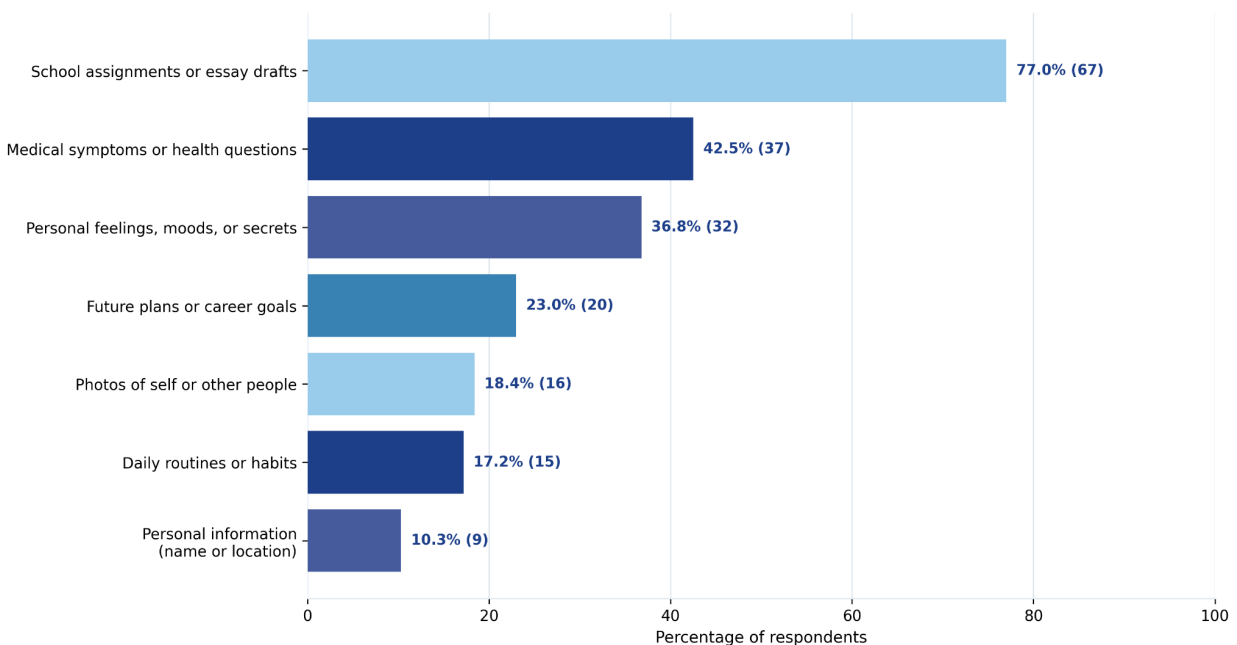
Taken together, the findings suggest that students are reasonably confident users of AI tools, but their practical competence is stronger than their critical, academic, and ethical AI literacy. Future support should therefore focus not only on how to use AI, but also on source evaluation, verification, citation, and the limitations of AI-generated information.

² Figure 2. What Students Do When AI Provides a Source or Link. Source: Erasmus+ Student Survey, 2026 (n = 87).

6. Privacy, Personal Use, and Responsible AI Use

The survey explored students' awareness of privacy and personal data issues. A total of 52.9% 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. However, 37.9% had heard about this issue but stated that they did not really care, while 9.2% did not know about it.

The types of information students reported sharing with AI are presented in Figure 3. Although school assignments and essay drafts were the most common types of information shared, the findings also show that a substantial number of students enter medical questions, personal feelings, future plans, and other sensitive information into AI tools. Personal use of AI also extended beyond information sharing. A total of 62.0% of respondents reported asking AI for advice or help with personal problems at least sometimes.



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These findings are important because they show that students may understand privacy risks in principle while still sharing sensitive personal, emotional, medical, or future-oriented information with AI tools. AI literacy activities should therefore include practical guidance on safe data sharing, privacy, emotional reliance, and the limits of AI-generated advice.

Most students did not believe that AI could replace a human friend. However, 32.2% believed that AI could serve as a source of advice or information, while 11.5% believed it could replace a friend in some situations. This reinforces the need to discuss the difference between AI support and meaningful human relationships.

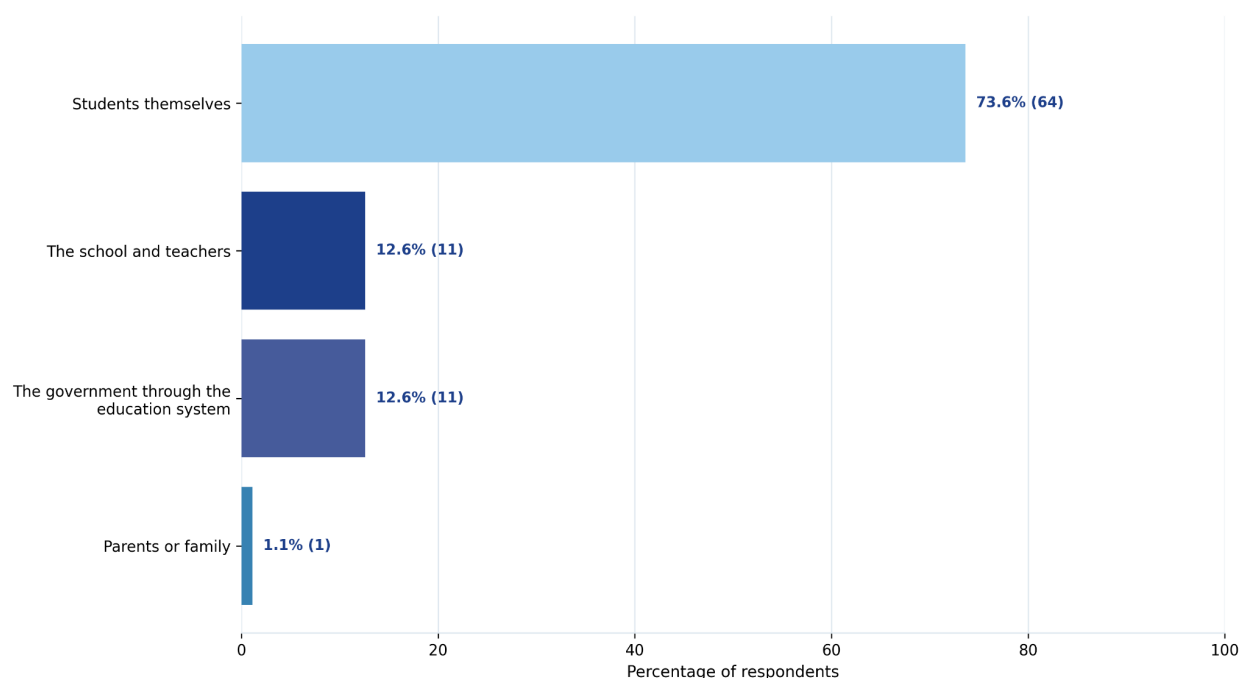
³ Figure 4. Information Students Share with AI. Source: Erasmus+ Student Survey, 2026 (n = 87).

7. Training Needs and Future Expectations

Formal AI education remains very limited among participating students. Only 6.9% had attended an AI-related course or training, while 93.1% had not received formal education on AI use. Most students reported learning informally, either by experimenting on their own (44.8%) or simply by starting to use AI without structured learning (36.8%).

Students expressed the greatest interest in deep research and information retrieval (42.5%), followed by better prompting (29.9%), creative writing and content generation (28.7%), and understanding how AI works (27.6%). At the same time, 26.4% stated that they did not want to learn anything more about AI.

Students were also asked who should take primary responsibility for teaching responsible AI use. As shown in Figure 4, most respondents placed this responsibility on students themselves.



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The responses point to a strong expectation of self-directed learning, despite the limited availability of formal AI education.

When asked how schools could support AI literacy, students most frequently selected courses or workshops on AI tools and concepts (37.9%), seminars or guest lectures on AI (34.5%), project-based learning using AI (31.0%), and guided practice with AI tools in class (27.6%). Integrating AI topics into existing subjects was selected by 26.4% of respondents, while 23.0% selected teacher training in AI literacy.

Students were cautious about full integration of AI into the official curriculum. Almost half of respondents (49.4%) preferred AI to be included through extracurricular activities, while 28.7% supported formal curriculum integration and 21.8% did not support inclusion in the official

⁴ Figure 4. Who Should Teach Students to Use AI Responsibly. Source: Erasmus+ Student, the t Survey, 2026 (n = 87).

curriculum.

Views on future employment were divided, although slightly more students believed that AI would be required in their future profession. A total of 56.3% answered yes, while 43.7% answered no.

The findings suggest that students see AI as increasingly relevant, but do not assume that all future professions will require the same level of AI competence. This highlights the importance of flexible, practical, and context-sensitive AI education rather than a one-size-fits-all approach.

Conclusion

The Slovak student survey presents a picture of frequent AI use, strong familiarity with widely available AI tools, and a growing awareness of both the benefits and risks of AI in education. AI is already embedded in students' everyday learning practices, particularly for information search, studying, writing support, translation, research, and content creation. Students value AI most strongly for saving time, summarising information, receiving explanations, and accessing immediate support.

At the same time, students are not uncritical users. Many are concerned about over-reliance, loss of critical thinking, reduced creativity, deepfakes, misinformation, job displacement, and privacy risks. Their views on academic integrity are mainly conditional, suggesting that they distinguish between AI as a learning support tool and AI as a substitute for independent work.

The findings also reveal an important gap between general digital confidence and AI-specific literacy. Students are relatively comfortable using AI tools, but many do not fully understand different forms of AI, do not know how to cite AI tools, and do not always apply consistent source-verification practices.

The results strongly support the need for future project activities focused on critical AI literacy, source evaluation, privacy protection, academic integrity, ethical AI use, and practical guidance for teachers and students. For the participating students at Obchodná akadémia Senica, the main challenge is not access to AI, but developing the knowledge and judgement needed to use it critically, responsibly, and in ways that strengthen rather than replace meaningful learning.



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