

# 'A Supervisor who never goes on leave'

## Exploring AI usage & Perceptions in Medical Education

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### Introduction

Artificial intelligence (AI) is rapidly advancing and poised to transform medical education. This study hypothesizes differences in AI adoption and perceptions between medical students and educators. It aims to provide quantitative and qualitative insights to support the integration of AI into medical curricula.

### Primary Aims

1. To understand the attitude and usage of AI amongst individual clinical year medical students to support their medical education
2. To understand the teachers' perceptions of student AI usage and their own views of AI

### Methods

A cross-sectional comparative study

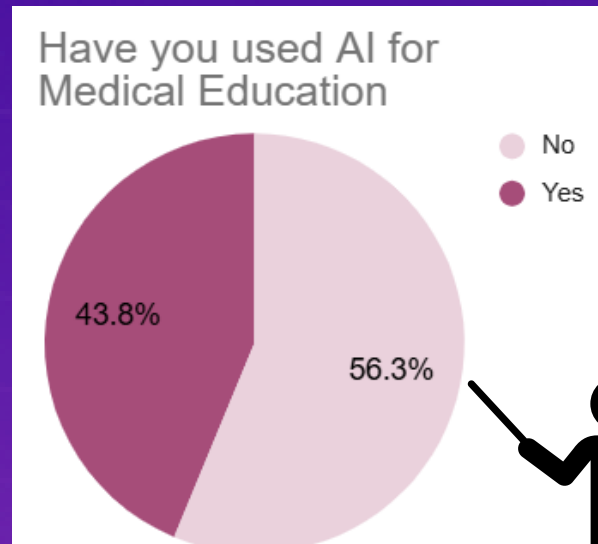
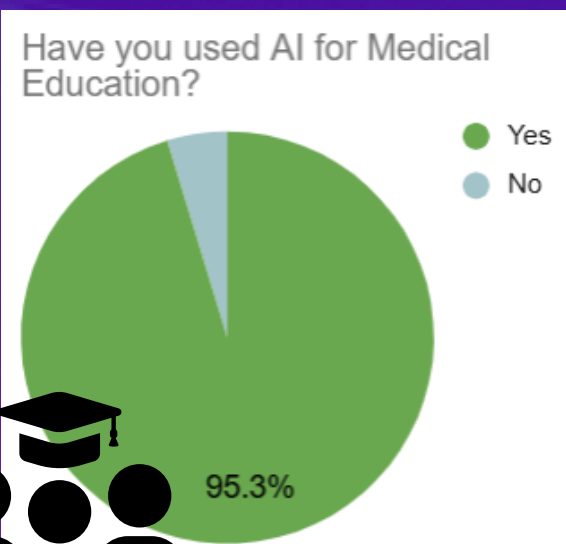
Three medical schools and one trust



Self-reported online surveys

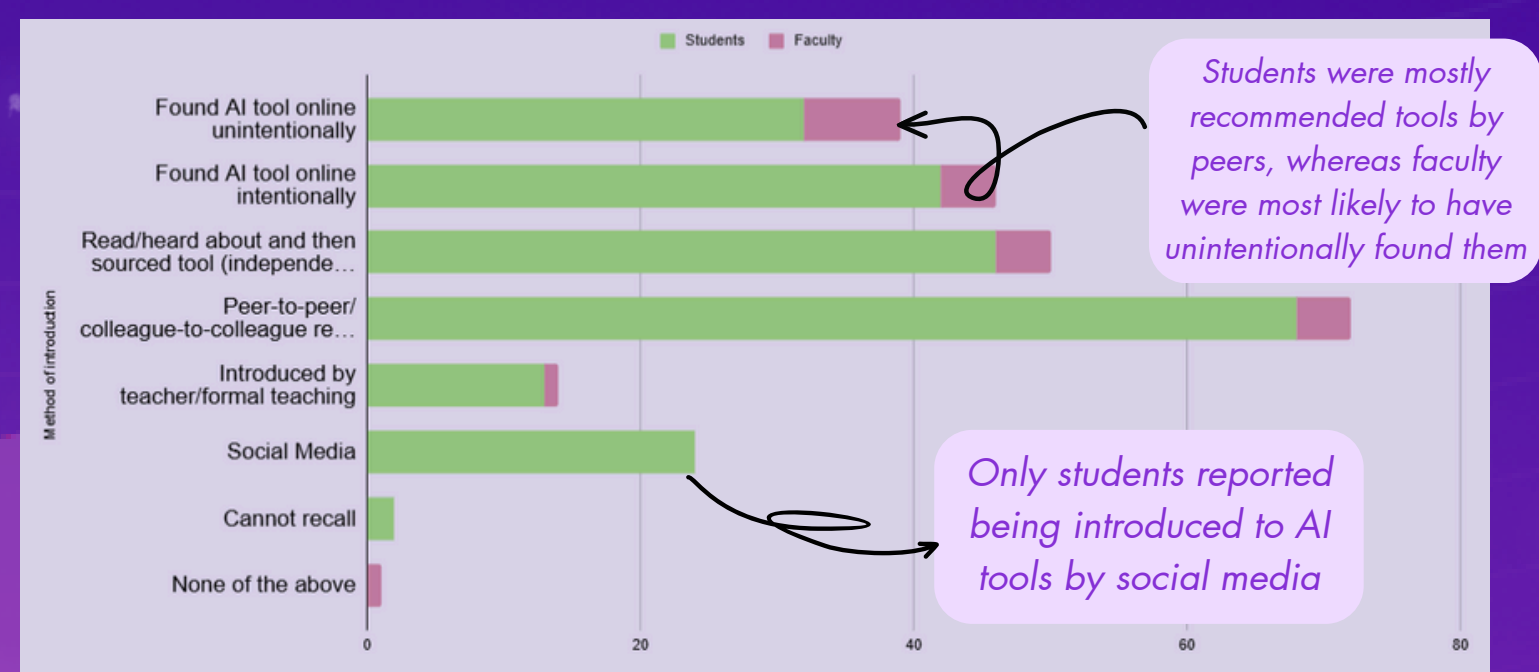
Clinical-Year Medical Students (n=85) and Medical Education Faculty (n=32)

### Results: Who is using AI?



**23.8% of students** are using AI daily compared to **7.1% of faculty**  
**95.1% of students** use AI at least monthly, compared to **64.2% faculty**.

### Results: How were they introduced?



On average, **students used 4.38** different AI tools, while **faculty used 1.16**.

### Results: Perception

#### Probity:

Concerned about...being accused of using AI - *Student*

Is that cheating?... Where is the line? - *Student*

#### Skill Loss:

[Students may] become dependent on technology- *Faculty*

#### Inaccuracies:

some of my peers take ChatGPT as a holy text which can never go wrong- *Student*

#### Environmental Impact:

I worry about the environmental impact and whether its really necessary- *Student*

#### Replacement of the...

##### Patient:

AI may shift the focus from real patient interactions to digital simulations- *Faculty*

##### Peer:

AI is a tool you can use 24/7- *Student*

##### Educator:

The ability to ask "silly questions" without bothering anyone else- *Student*

It may replace current supervisors rather than supplementing them- *Student*

#### Time efficiency:

Saves time on tedious tasks, generates revision content immediately – *Student*

#### Accessibility:

Mostly free of charge- *student*  
I have ADHD... helping me to keep on top of emails and administrative tasks – *Student*

#### Idea Generation:

A collaborative approach - *Student*

#### Individualised Learning:

Can keep track and identify your weak points - *Student*.  
Explain concepts on an individual basis- *Student*

### Conclusion

There is a significant gap in AI engagement between students and faculty, with students demonstrating greater usage and openness to emerging tools. To adapt effectively, medical education must integrate **reciprocal teaching models**, **support faculty development**, and **establish clearer institutional guidelines on AI use**. Addressing these needs will help ensure educational practices remain relevant and responsible in the era of AI supported learning