Perspectives on GAI, Part Deux: Centering Resistant Voices

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Overview

- Introductions and origin story
- Overview of our in-progress study and some initial impressions
- Some related research on student resistance
- Then and now: our perspectives on generative AI

Origin Story



Basically everything!

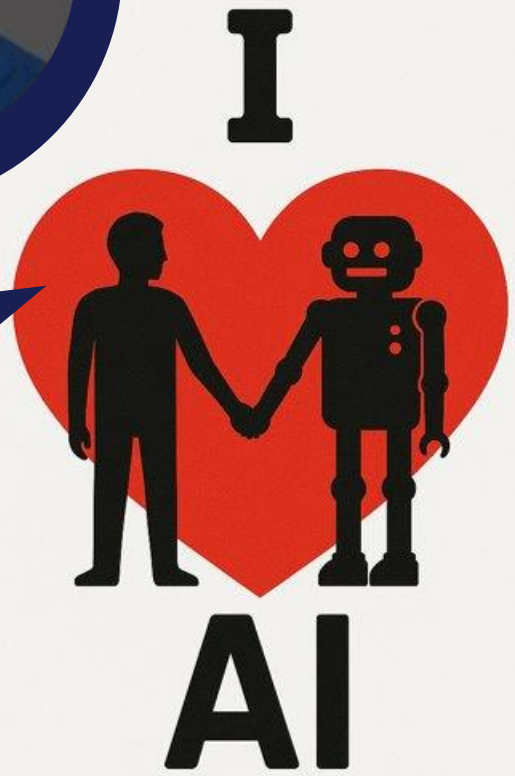


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Basically nothing!

Generative AI Transparency & Disclosure

- For this session, we did not use generative AI to brainstorm the topic, write the proposal, search the literature, create the slide deck, or develop any of the content.
- The presentation includes one image generated by ChatGPT. (Hint: It’s Jeff holding hands with a robot.)
- We have not and do not plan to use generative AI during our study on student resistance to generative AI in education.

Current Study

Exploring Student Resistance to Generative AI in Education

About the Study



Gap: Student resistance (1) as an underexplored topic, and (2) framed as a problem to overcome.



Research Question: What are the primary drivers behind student resistance to generative AI use in education?



Ethics: IRB approved in December 2025

Data Collection Methods

Screening Survey: (1) "I would consider myself resistant to using generative AI for academic purposes," and (2) "I am concerned about the impact generative AI tools are having on education."

Participant Profile: Students from OHSU Schools of Medicine, Nursing, and Dentistry

Interviews: Conducted 12 semi-structured interviews from May to September 2026

Participant Benefit: Internal funding to provide $25 gift cards

Reflective Thematic Analysis

Braun & Clarke (2021)

01
Familiarization
(we are here)

02
Generating initial codes

03
Searching for themes

04
Reviewing themes

05
Defining and naming themes

06
Writing the report

Initial Impressions: Reasons for Resistance



Learning loss: cognitive offloading, overreliance, and deskilling



Accuracy and **quality** of outputs



Societal and **environmental** impacts

Learning Loss

“I feel like a lot of the times AI makes things too easy, and then when people naturally will struggle, either they will be forced to revert to it again, which then puts you in a feedback loop with that to where you're incapable of doing anything without”

- School of Dentistry Student (P4)

Learning Loss 1

“I think my main fears with generative AI is when it's doing the thinking for you”

- School of Medicine Student (P5)

Learning Loss 2

“I feel resistant to it because I want to be actively engaged in my learning and not have machine feeding things to me, and I feel concerned about its impact overall on education because we are already seeing tons of instances of students getting AI to write a paper for them and turning it in and not learning anything”

- School of Nursing Student (P6)

Learning Loss 3

“I think that's just the fact of the matter and I think it's a little scary to see how quickly they are becoming good and easy to use, cheap for students to access. It just means that I think more students are going to use them and circumvent their learning”

- School of Dentistry Student (P7)

Accuracy and Quality of Outputs 1

“I worry that AI is not always accurate. Sometimes it references the wrong thing, and if it's misinforming you as the future physician”

- School of Medicine Student (P2)

Accuracy and Quality of Outputs 2

"so my hesitance with regards to using generative AI in education, one, I think stems from...concerns regarding accuracy of information being received from generative AI. So concerns that using it as a learning tool may not provide you with the necessary information that you may believe it has"

- School of Medicine Student (P5)

Accuracy and Quality of Outputs 3

“They may or may not be accurate and especially with AI's tendency to pollucinate* things or create things that are kind of mostly correct, I feel like that's not good enough for a dental curriculum”

- School of Dentistry Student (P7)

*This may be transcription thing, but it may not. Either way, we love the word pollucinate.

Societal and Environmental Impacts 1

“there is... a social and ecological cost, that's... difficult for me to... justify, just to have like a slightly easier educational experience”

- School of Nursing Student (P3)

Societal and Environmental Impacts 2

“I just think that we should be prioritizing humanity and the environment over ease, over laziness”

- School of Dentistry Student (P4)

Societal and Environmental Impacts

“There is literally nobody to protect students and educational institutions from super powerful companies basically feeding us whatever information serves them”

- School of Nursing Student (P6)

Recent Related Research

2026, resistance, AI,
students in higher education

Articles by Geographic Location



Articles by Methodology



Qualitative (5)
Interviews (Crimmins et al., Duong), focus groups (Bearman et al.), reflective journals (Nazir), speculative fiction (Gidiotis)



Quantitative (2)
Acuyo Crespedes & Gordon Ray Courtney, Sapru



Mixed Methods (2)
Lee, Lindkvist et al.*

Articles by Participant Population

- **Undergraduates** (5): Acuyo Crespedes & Gordon Ray Courtney; Duong; Lindkvist et al.; Nazir; Sapru
- **Graduate and undergraduate** students (2): Bearman et al.; Lee
- **Faculty** (1): Crimmins et al.
- **Faculty, researchers, graduate, and undergraduate** students (1): Gidiotis

Articles by Participant Discipline

Across Disciplines (4)

Biomedical Sciences

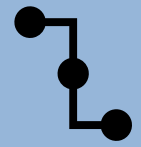
Entrepreneurship

Cybercrime

Media & Communications

Counseling

Three Articles



A study with results that align with our initial impressions (Nazir, 2026)



A study that looked specifically at non-users' resistance (Lindkvist et al., 2026)



A study that illustrates an identified gap in the research (Sapru, 2026)

Learning Loss: Nazir (2026)

- Related theme: Dependence, Resistance, and Cognitive Offloading
- Student had concerns that “frequent AI consultation might reduce their own reflective effort, delay autonomous skill development or undermine authentic learning.” (p. 8)

Nazir, T. (2026). Navigating AI in the practicum: a reflexive thematic analysis of counselling students learning in a digital ecology. *Counselling and Psychotherapy Research, 26*(2), e70159.

Student Quotes: Nazir (2026)

- “It became too easy. Why struggle with conceptualising when AI could do it for me in seconds? But that struggle is probably where real learning happens. I started wondering if AI was actually helping my development or delaying it.” (Student 20)
- “I decided not to use AI at all during practicum. I wanted to learn to trust myself, to develop my own clinical intuition. If I kept asking AI, I'd never learn to sit with not knowing, which I think is essential for real therapeutic presence.” (Student 8)

Resistance Conceptualized: Nazir (2026)

- Concludes that resistance to GAI was “not technophobic but developmentally informed, reflecting students' intuitive recognition that productive struggle, sustained uncertainty engagement, and autonomous problem-solving are crucial for professional maturation” (p. 10)
- Resistance as “sophisticated metacognitive awareness” (p. 10)

Learning Loss, Accuracy, & Environmental Concerns: Lindkvist et al. (2026)

- Related themes: Motivations for (Non)Use, Learning Depth v. Efficiency, Reliability and Source Criticism
- Student concerns about AI “creat[ing] an illusion of understanding” and “feel[ing] like genuine learning, even when it bypasses the active cognitive processes.”
- Also worried about inaccuracy and how AI “might gradually erode their own critical scrutiny”

Lindkvist, A., Curbo, S., & Hultgren, C. (2026). Choosing not to use generative AI in higher education: a mixed methods study of student reasoning, assessment design, and AI literacy. *Frontiers in Education, 11*, Article 1813306.

Student Quotes: Lindkvist et al. (2026)

“AI has negative environmental effects… it feels like ‘cheating’ and hinders deep learning.”

“…the oral exam means I must know it myself; AI felt unnecessary.”

Resistance Conceptualized: Lindkvist et al. (2026)

- Conclude that resistance “a context sensitive judgement informed by responsibility for long-term learning” and “a deliberate learning strategy aimed at preserving depth of understanding”
- Resistance as “a form of situated and critical AI literacy”

Resistance as Something to Overcome

“This investigation is important because psychological barriers toward AI can prevent entrepreneurs from adopting it at all, or, if adopted at a limited capacity, from leveraging its full potential.” (Sapru, 2026)

Psychological Resistance: Sapru (2026)

- Examines relationships between AI anxiety, negative attitudes toward AI, and prevention (versus promotion) focus
- AI Anxiety Scale (Wang & Wang, 2022)
    1. AI learning anxiety
    2. AI job replacement anxiety
    3. Sociotechnical blindness
    4. AI configuration anxiety

Sapru, A. (2026). Psychological resistance to AI: How regulatory focus fuels AI anxiety and negative attitudes toward AI. *Technology in Society, 86,* Article 103251.

Sociotechnical Blindness

- Sapru's definition: "the misguided view that AI systems might operate without human or institutional involvement"
- Wang & Wang's items for this dimension of AI anxiety:
  - I am afraid that an AI technique/product may be misused.
  - I am afraid of various problems potentially associated with an AI technique/product.
  - I am afraid that an AI technique/product may get out of control and malfunction.
  - I am afraid that an AI technique/product may lead to robot autonomy.
- Johnson & Verdicchio's definition:
  - "…an exclusive focus on AI programs leaving out of the picture the human beings and human behavior that create, deploy, maintain, and assign meaning to [them]"
  - "fail[ing] to recognize that AI is a system and always and only operates in combination with people and social institutions"

Wang, Y.-Y., & Wang, Y.-S. (2022). Development and validation of an artificial intelligence anxiety scale: An initial application in predicting motivated learning behavior. *Interactive Learning Environments, 30*(4), 619–634.

Our Perspectives, Then & Now

Jeff’s POV Then



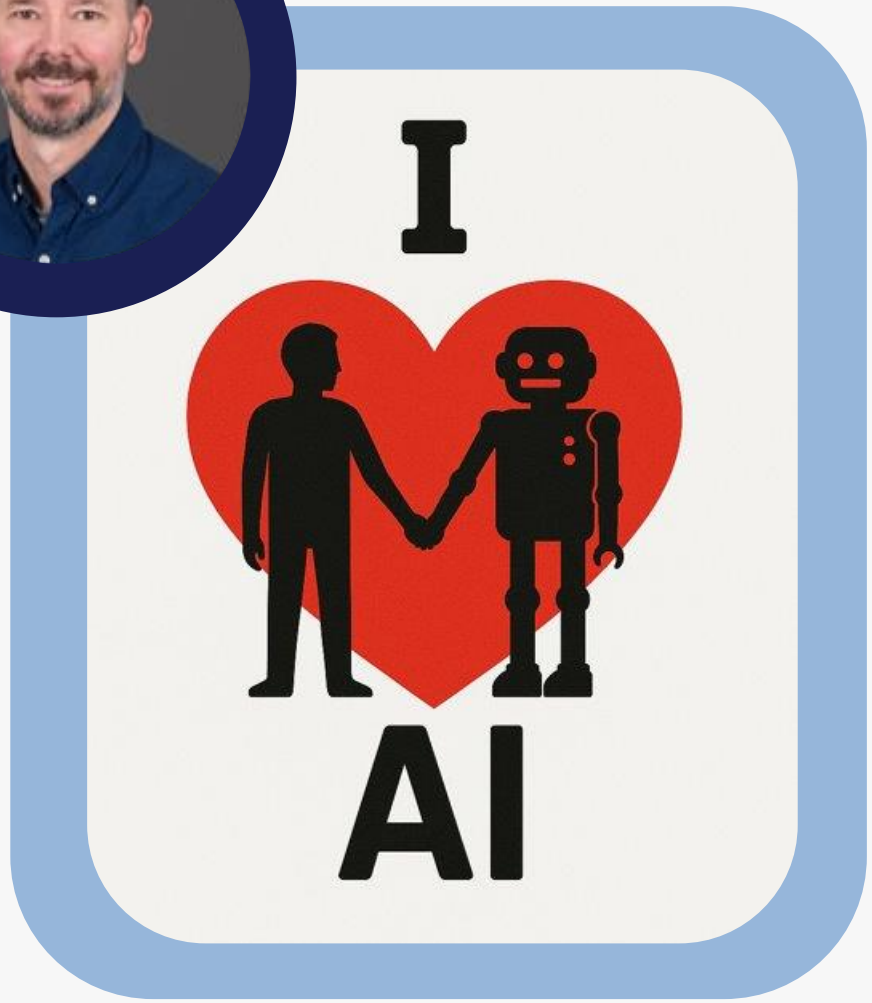


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- Technology integration frameworks
  - TPACK
  - SAMR
  - 8A
- All the things it helps me with…
  - Writing & Editing
  - Research & Scholarship
  - Visuals & Media
  - Games & Play
  - Communication Support
  - Curriculum Design Support
  - Technical Support
  - Personal Support

Jeff’s POV Now

- What's stayed the same
  - Still using it
  - Still amazed by its capabilities
- What I worry about
  - Deskilling/offloading: erasing the struggle required for learning
  - Assessment automation: AI does all the things in an assessment cycle
  - Data fabrication: made-up info that gets perpetuated
- Where I have shifted
  - Away from techno-solutionism
  - Toward *critical* AI literacy: questioning the systems behind the tools

Laura’s Concerns & Reasons for Resistance

Bias and discrimination, stolen intellectual and creative property, increased surveillance, lack of safety and generation of harmful content, lack of regulation, elimination of jobs, environment and ecological racism, loss of critical and creative thinking, inequitable access, less interpersonal connection, worsening mental health, increased workload and burnout.

Laura’s Perspective Then

- Three thoughts
  - Technological determinism
  - Productivity myth
  - Value of resistance as a practice

- Maybe we could…?
  - Pause and slow down
  - Learn more before we commit
  - Weigh costs and benefits
  - Consider who is impacted most, how, and why



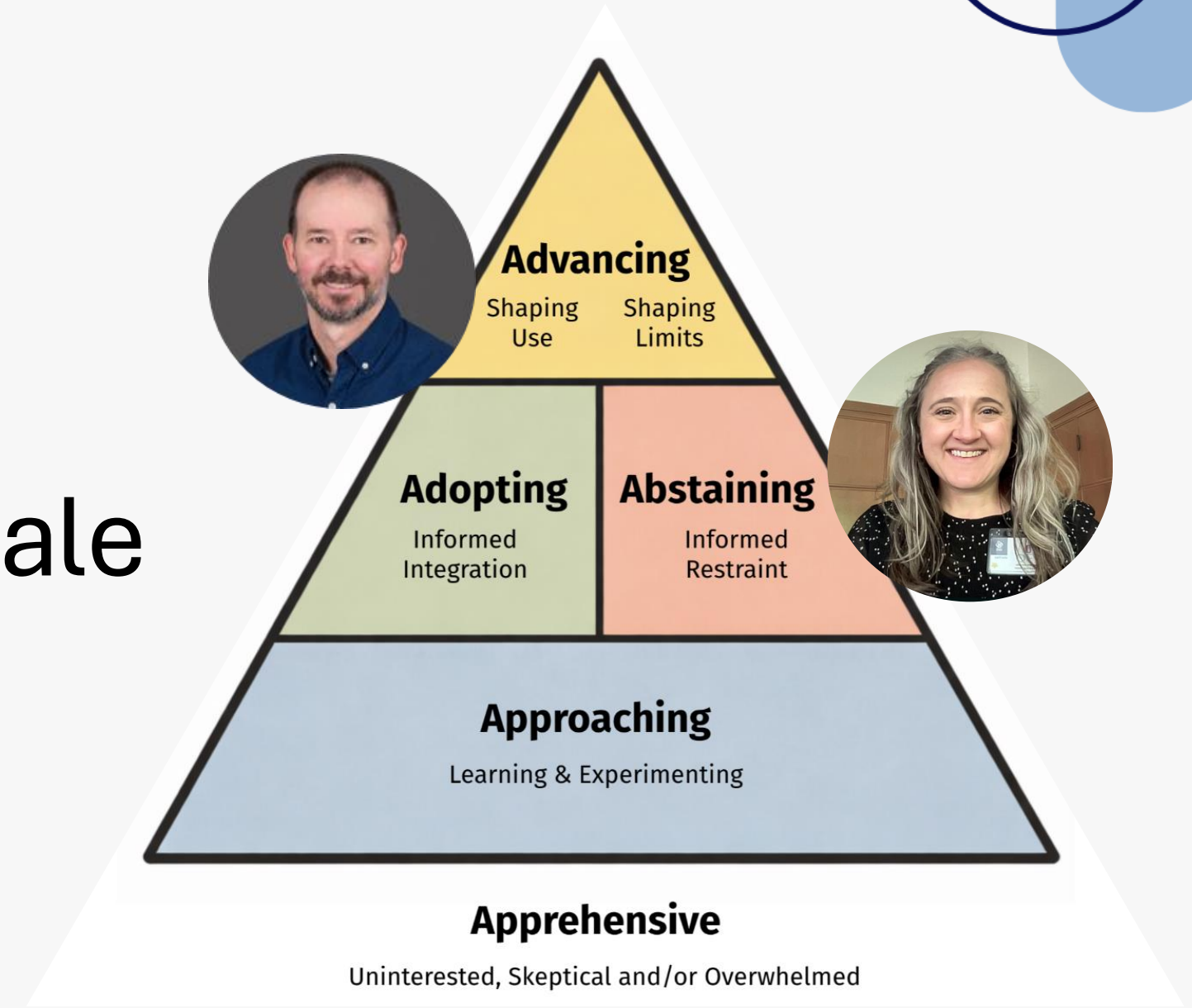


Laura’s Perspective Now: What’s New

- GAI feels more unavoidable, and I feel *slightly* more tempted to use it… due to exhaustion more than anything.
- I don't trust myself to determine whether something was produced by generative AI or not.
- I sometimes feel guilty for spending so much time and energy on GAI as a topic. I'd rather be talking about other things, but continuing to talk about resistance feels important.
- I feel disillusioned by hallucinations in published research.
- I sometimes worry that I don’t have enough GAI skills to do this work, but I don't want to explore because it requires using GAI.

Faculty Critical Engagement Scale

Taz Daniels, The Pedagogist



Parting Questions

- How are you / your institution incorporating **student voices** when developing generative AI guidance and shaping GAI use?
- How are you / your institution involving **AI-resistant or AI-hesitant perspectives** when developing guidance and shaping GAI use?

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