Mapping Student Generative AI Use:
Toward Reflective Archetypes

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The question isn't whether students use AI.

It's **how.**

Given the same task and tools, students use them in very different ways.

avoidance — **over-reliance**

Most AI-literacy tools measure what students know, or feel, at *arm's length*.
Students need a **map** that's *situated*, *personal*, and *practical*.

A ***mirror***, not a **verdict.**

1 Capture

Gathering **situated data** on student's AI use-patterns. When do they *trust*, *resist*, *delegate* and *reflect*?

2 Structure

Translate these messy practices into **behavioural dimensions.** Examining *recurrent* patterns in student outcomes.

3 Test

Develop items alongside a **reflective toolkit** for students and staff. Review with experts and test. *Explore* use-cases.

Reflective Archetypes

A starting point for *conversation* and **growth**.

AI literacy is often linked to specific tools that are changing quickly. This project begins with **identity** rather than ***evaluation***: giving students a meaningful frame to reflect on their AI use. Archetypes may provide a more stable basis for intervention, helping students value, question, and adjust their habits as they (and AI) evolve.

- **Private reflection** by design, *personal* to the student.
- **Low friction** and usable *across* teaching contexts.
- **Non-judgemental** and *empowering* for students.
- **Common language** for students *and* instructors.

Empirical roadmap

course partnerships → empirical mapping of student AI use → candidate behavioural dimensions →
item generation + expert review + EFA → pilot-tested reflective **toolkit** → other use-cases?

It's early

I am looking for a home for this project, collaborators, and feedback.