

Navigating the New Normal: Capturing Year 1 AI Practices to Guide Best practices across the dental Curriculum

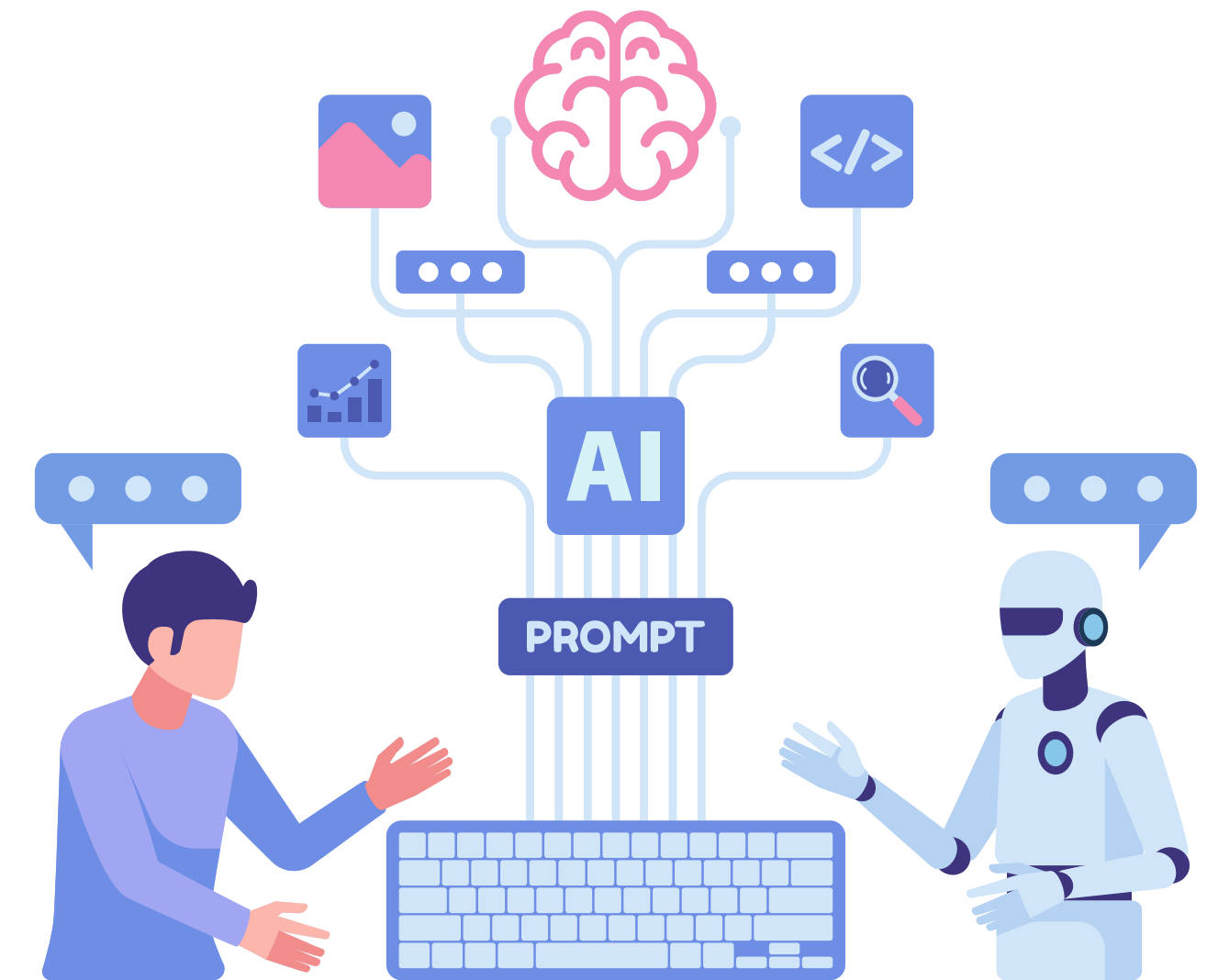
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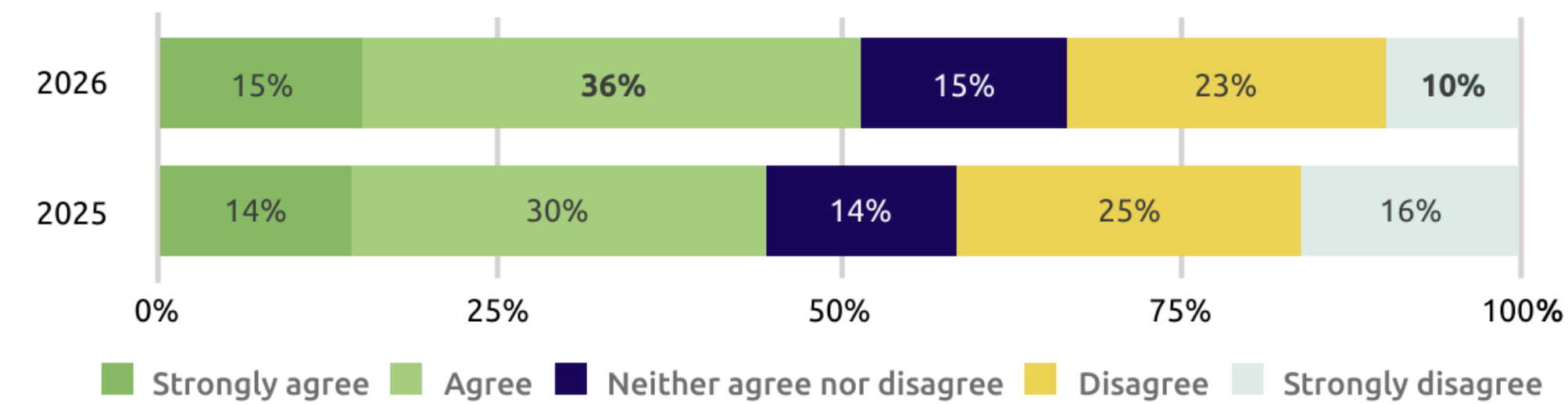
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Context: Focus on First-Year Dental Students

Figure 14: 'Before arriving in higher education, I already had experience using generative AI at school'



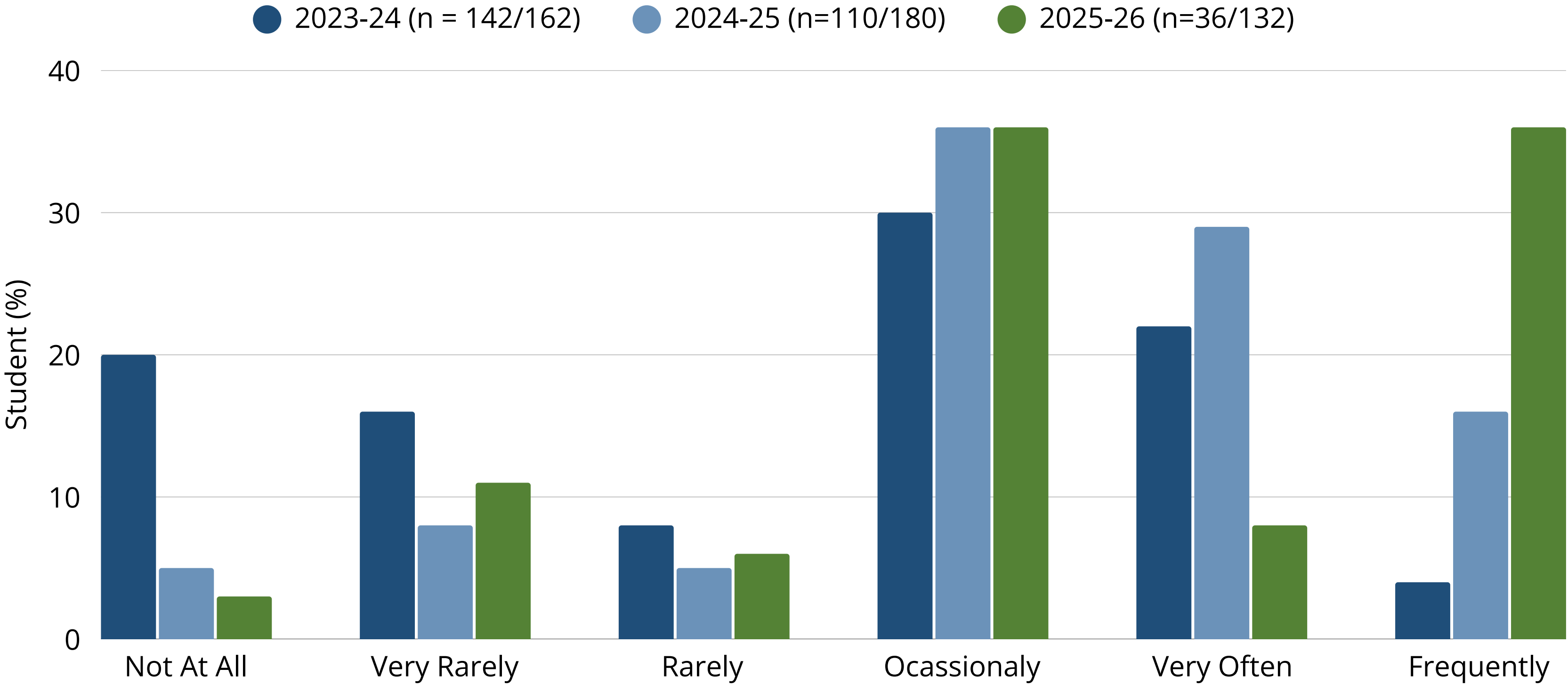
- Captures AI use at entry to dental school
- Identifies learning habits before clinical training
- Supports early AI literacy development

Source: HEPI, Student Generative AI Survey 2026.

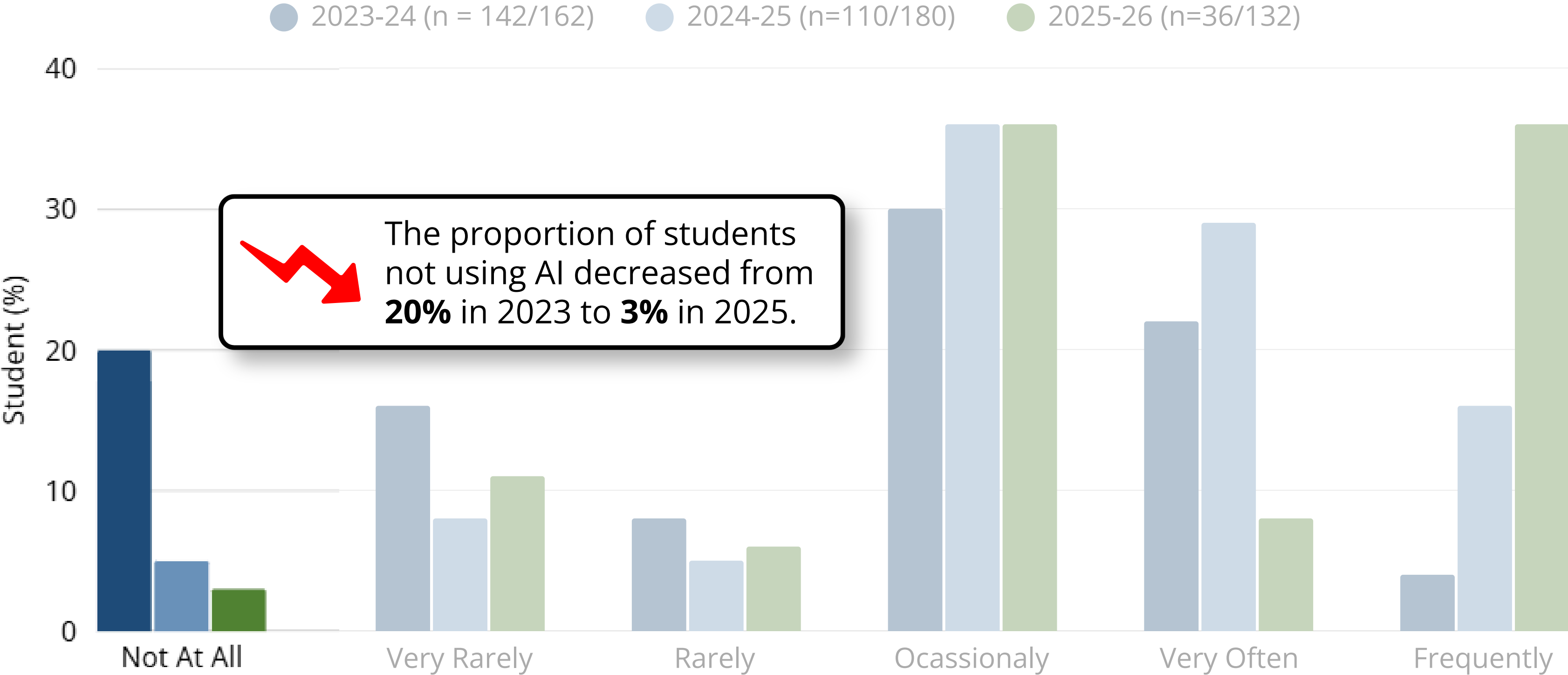


Methods: An anonymous questionnaire was distributed to three consecutive cohorts starting in 2023, of first-year dental students to explore AI use, applications, and barriers. Findings were compared over time and supplemented with data from student AI declarations and developments in response to emerging trends.

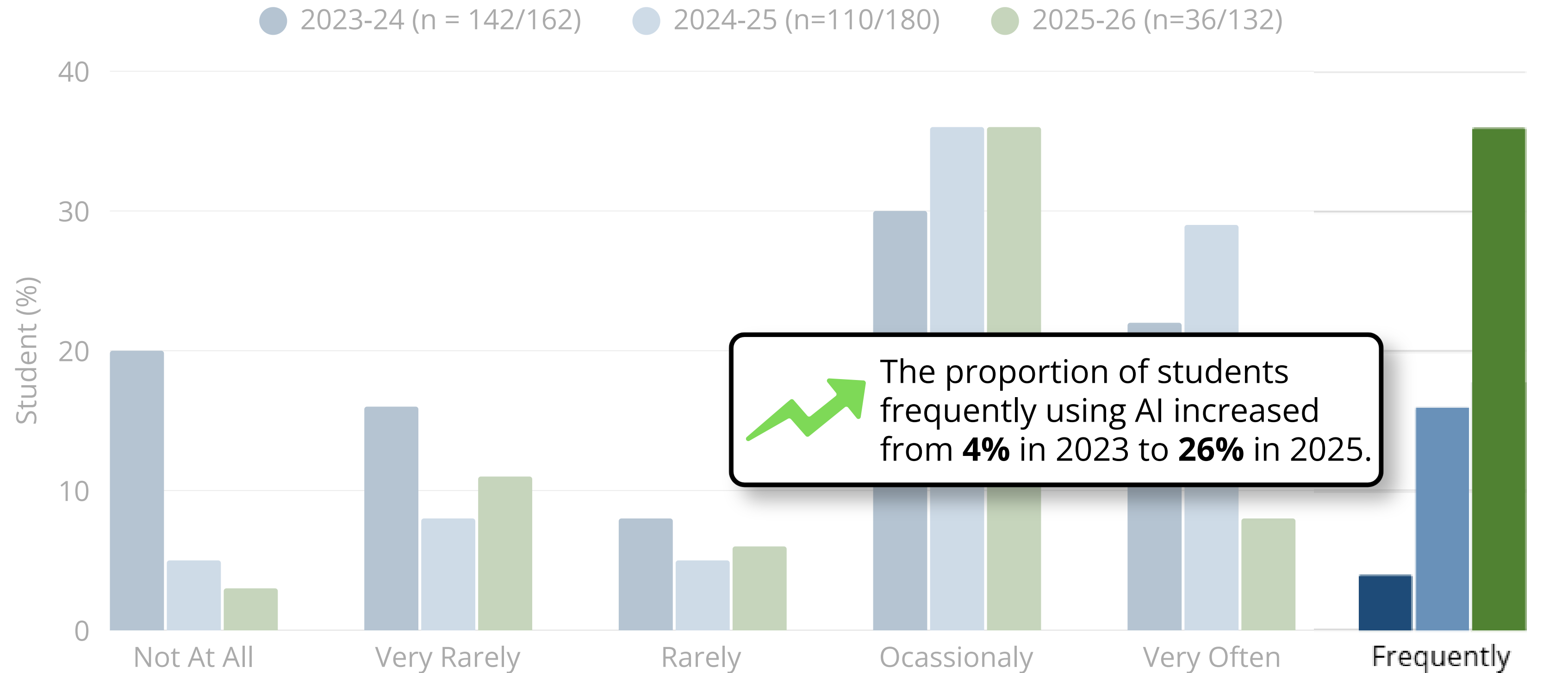
AI Use for Studying Among First-Year Dental Students



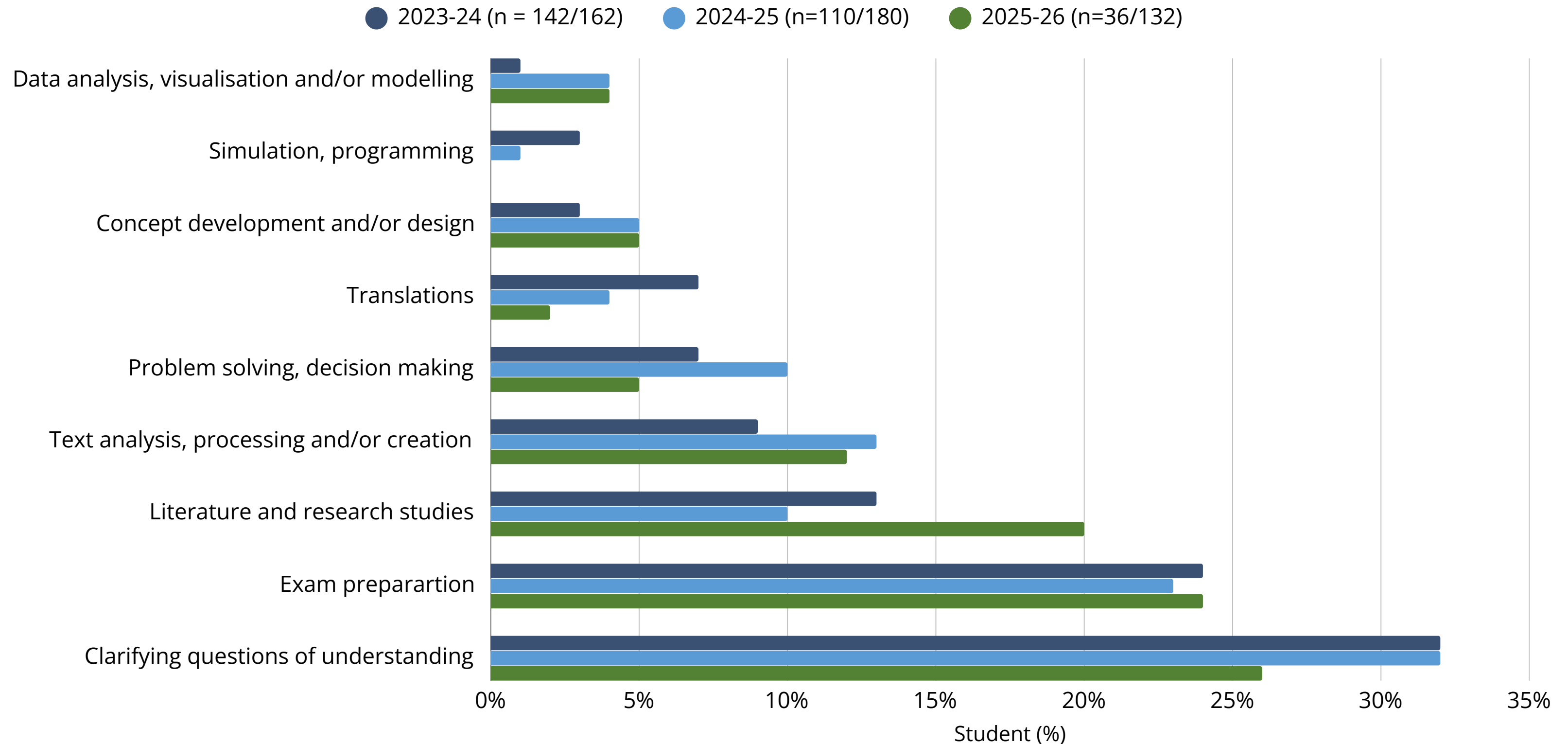
Rise in AI Adoption, Fall in Non-Users



Optional Resources to a Routine Study Tool

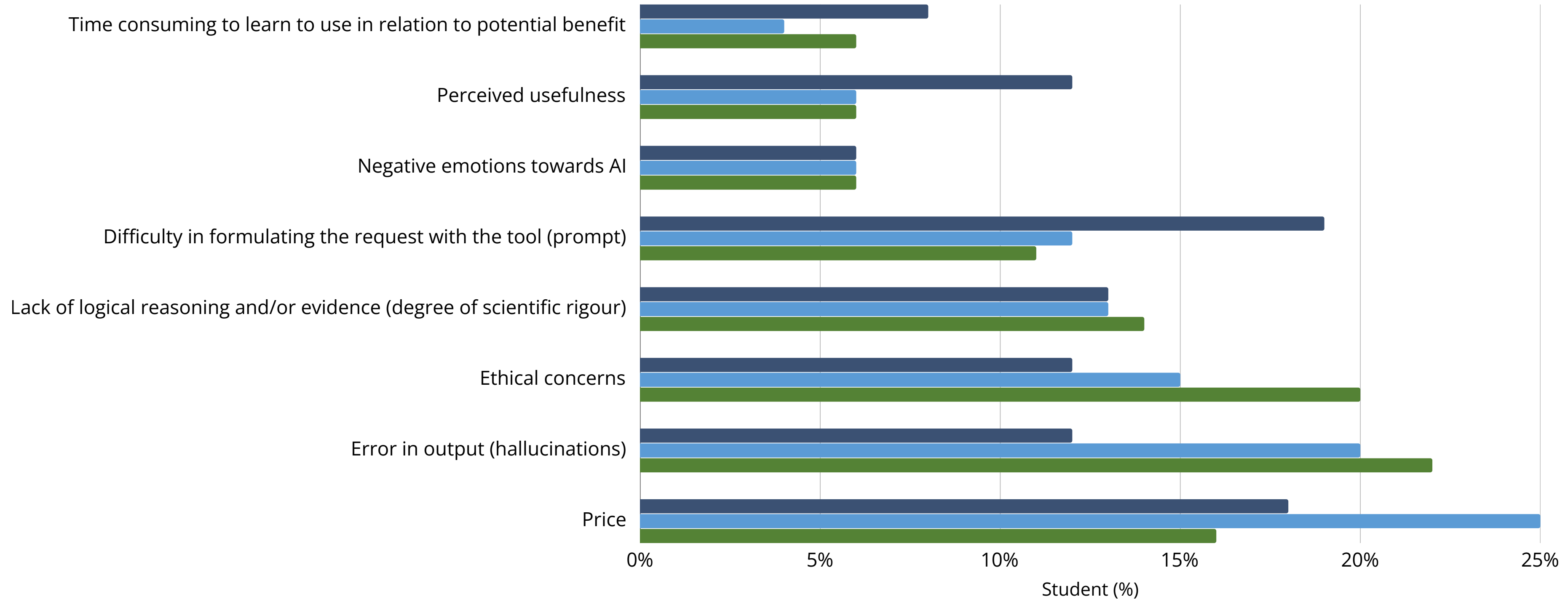


Student Identified Usage



Student Identified Barriers

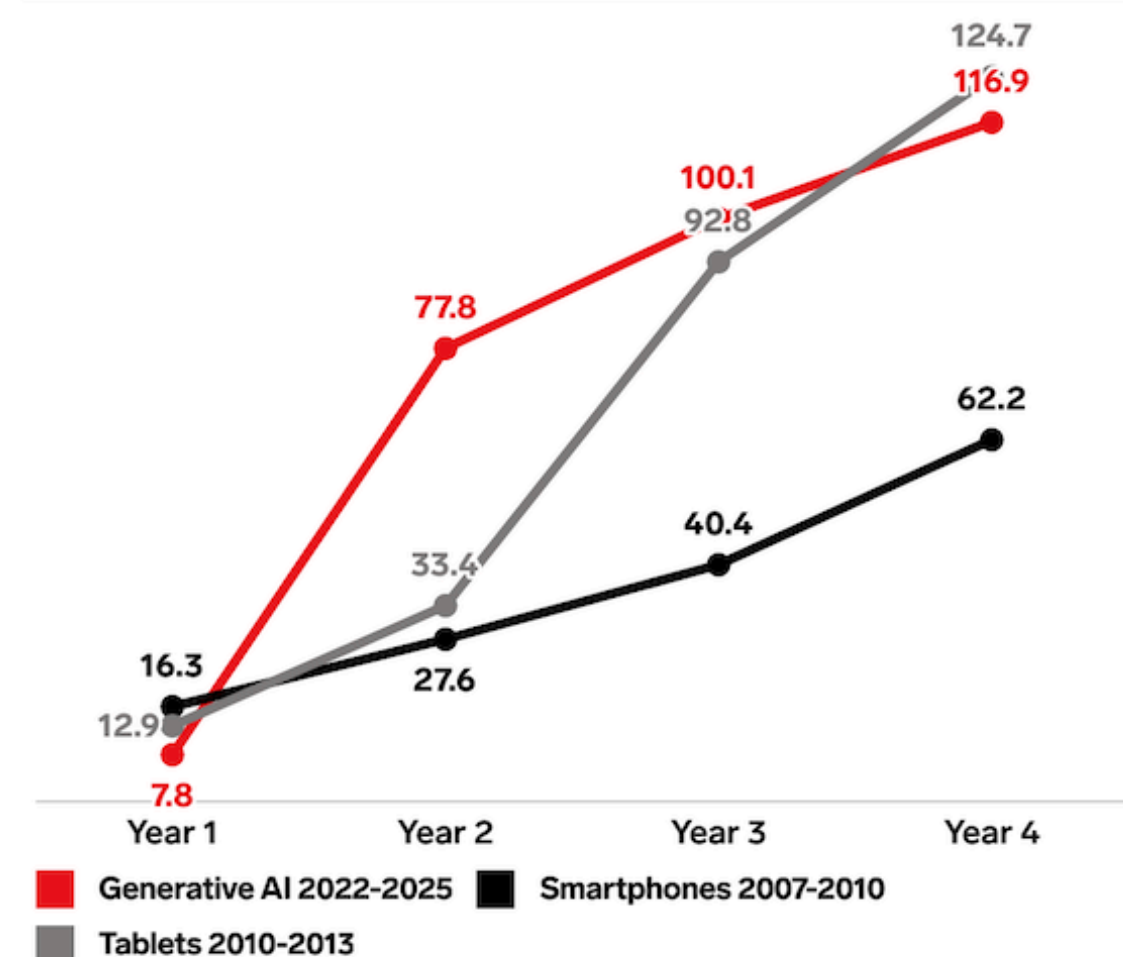
● 2023-24 (n = 142/162) ● 2024-25 (n=110/180) ● 2025-26 (n=36/132)



Optional Resources to a Routine Study Tool

Generative AI Has a Steeper Initial Adoption Curve Than Other Recent Technologies

millions of US users



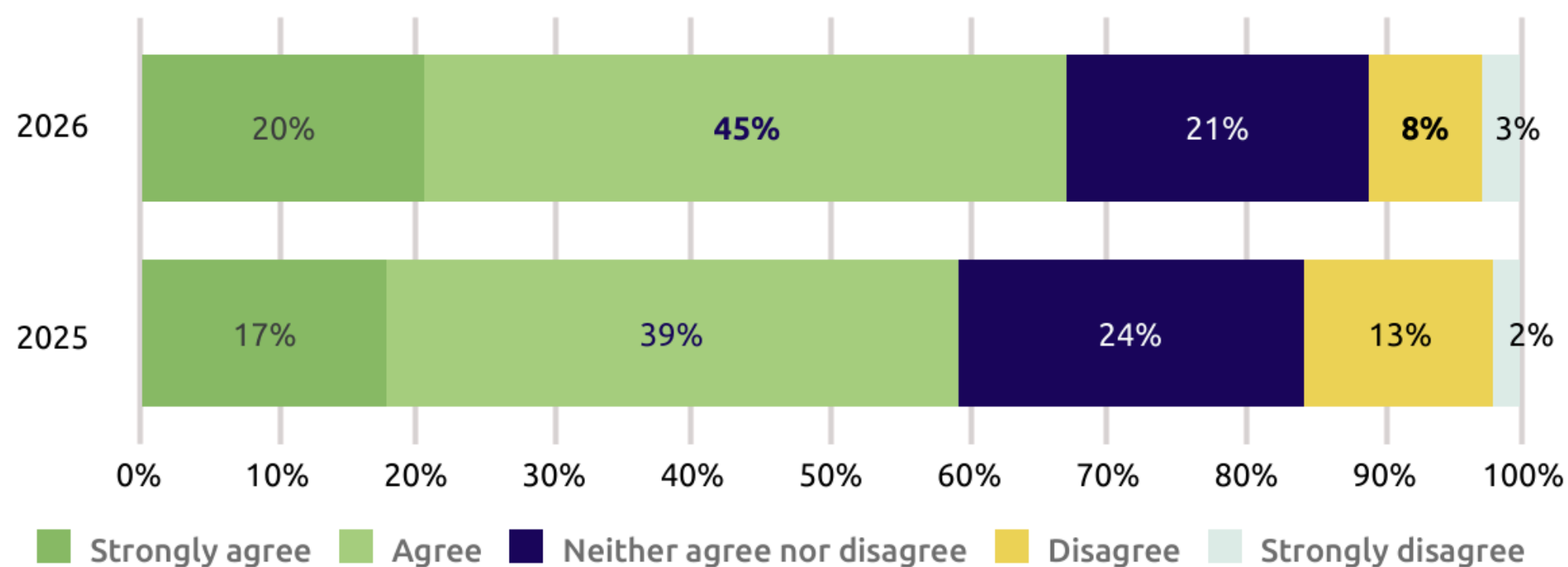
Note: individuals of any age who use each technology at least once per month; Year 1 for smartphones corresponds with the June 2007 release of the iPhone; Year 1 for tablets corresponds with the April 2010 release of the iPad; Year 1 of generative AI corresponds with the November 2022 release of ChatGPT
Source: Insider Intelligence, June 2023

350340

Insider Intelligence | eMarketer

- In line with global trends
- The rate of adoption at which a technology becomes ubiquitous and ultimately the norm.

Figure 19: 'The way I am assessed by my institution has changed a lot in response to generative AI'



Source: HEPI, Student Generative AI Survey 2026.

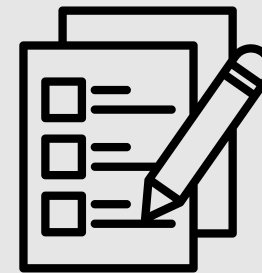
Critically Embracing AI in the Evidence-Based Dentistry Module

AI Declaration Forms & Reflection



- Documenting AI use
- Reflecting on AI-generated outputs
- Developing responsible AI practice and digital literacy

AI Use Embedded in the Marking Rubric



- Assessment of ethical AI use
- Recognises AI as part of contemporary academic practice
- AI as a support tool, not a replacement for reasoning

Ethical Use of AI Scenarios



- Scenario-based AI learning
- Authentic AI use cases
- Responsible future practice

Critically Embracing AI in the Evidence-Based Dentistry Module

AI Declaration Forms & Reflection

Faculty of Dentistry, Oral & Craniofacial Sciences

Assessment Cover Sheet

Submitting your work either electronically or in hard copy is regarded by your programme as confirmation that you have read, understood and agreed with the [Academic Misconduct Policy](#), the [Non-Academic Misconduct Policy](#), and the [Generative AI: student guidance](#) on using AI tools with integrity and for effective learning.

You must complete all sections of this coversheet.

Part 1: Assessment Information

K Number	
Module Title	
Word Count	

Part 2: Declaration by students

By submitting this work, I confirm that I have not commissioned this work from a third party, and it represents a genuine demonstration of my own skills and subject knowledge and is written using my own words. I understand that plagiarism, self-plagiarism, collusion, contract cheating and the inappropriate use of AI, which includes copying and pasting directly from generative AI tools into submitted work, are serious assessment offences, an allegation of which may lead to action being taken under the [College's Misconduct regulations](#).

AI Use Embedded in the Marking Rubric

		C	D	H	I
		CORE			
Grade & Band		Research Focus and Scope	Use of examples and figures	Demonstrates Responsible Use of AI (Summative Only)	
Distinction (70 +)	Good Distinction (D+) <i>Clearly meets the criteria for the band</i>	- The rationale of the research is clearly stated, relevant, and demonstrates deep insight into the topic. - Aims of the project are clearly defined, grounded in context and evidence. - The literature research approach is clearly and comprehensively articulated within the materials and methodology section.	- Statements are grounded in examples of experimental studies. - Visual elements (e.g. figures, diagrams) are high-quality, appropriately sized, clearly referenced, and effectively enhance the written content. - All figures are correctly cited in the text and accompanied by accurate legends that are self-explanatory. - Demonstrator originality and creativity in synthesizing information through original tables, diagrams, and	- Demonstrator ethical engagement by fully declaring the use or non-use of AI in the Assessment Cover Sheet, thereby upholding academic integrity and transparency. - Provides a strong critical reflection on the use or non-use of AI in the writing process within the Assessment Cover Sheet, offering insightful and balanced commentary on its impact, advantages, and limitations.	
	Distinction (D) <i>Meets the criteria and merits for the band</i>	- The literature selected for the project supports the proposed aims. - Within this body of literature, experimental data are appropriately	The research rationale is clear, relevant, and reflects sound	Arguments are supported by relevant experimental studies, though with less	

Ethical Use of AI Scenarios



Susan

Susan is a Year 1 dental student preparing her EBDR assignment.

As she starts reading around her topic, she quickly feels overwhelmed by the number of research papers she needs to understand.

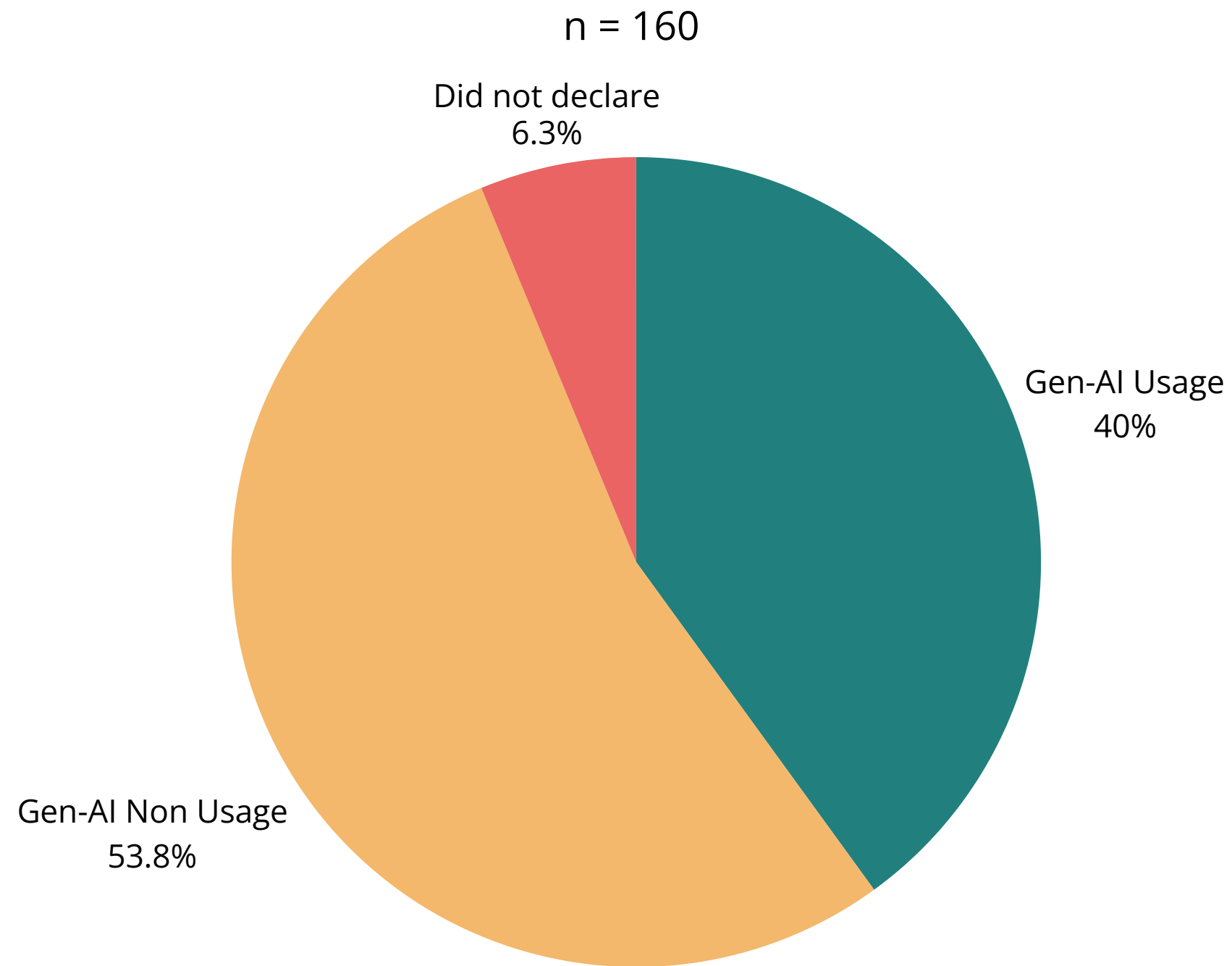
To help herself, Susan asks ChatGPT to summarise several of the papers she has found. She is pleased with how clear and concise the summaries are and feels more confident about the topic.

Once she has written her EBDR essay, Susan decides to copy and paste her entire essay into ChatGPT and asks it to generate a summary or abstract for her submission.

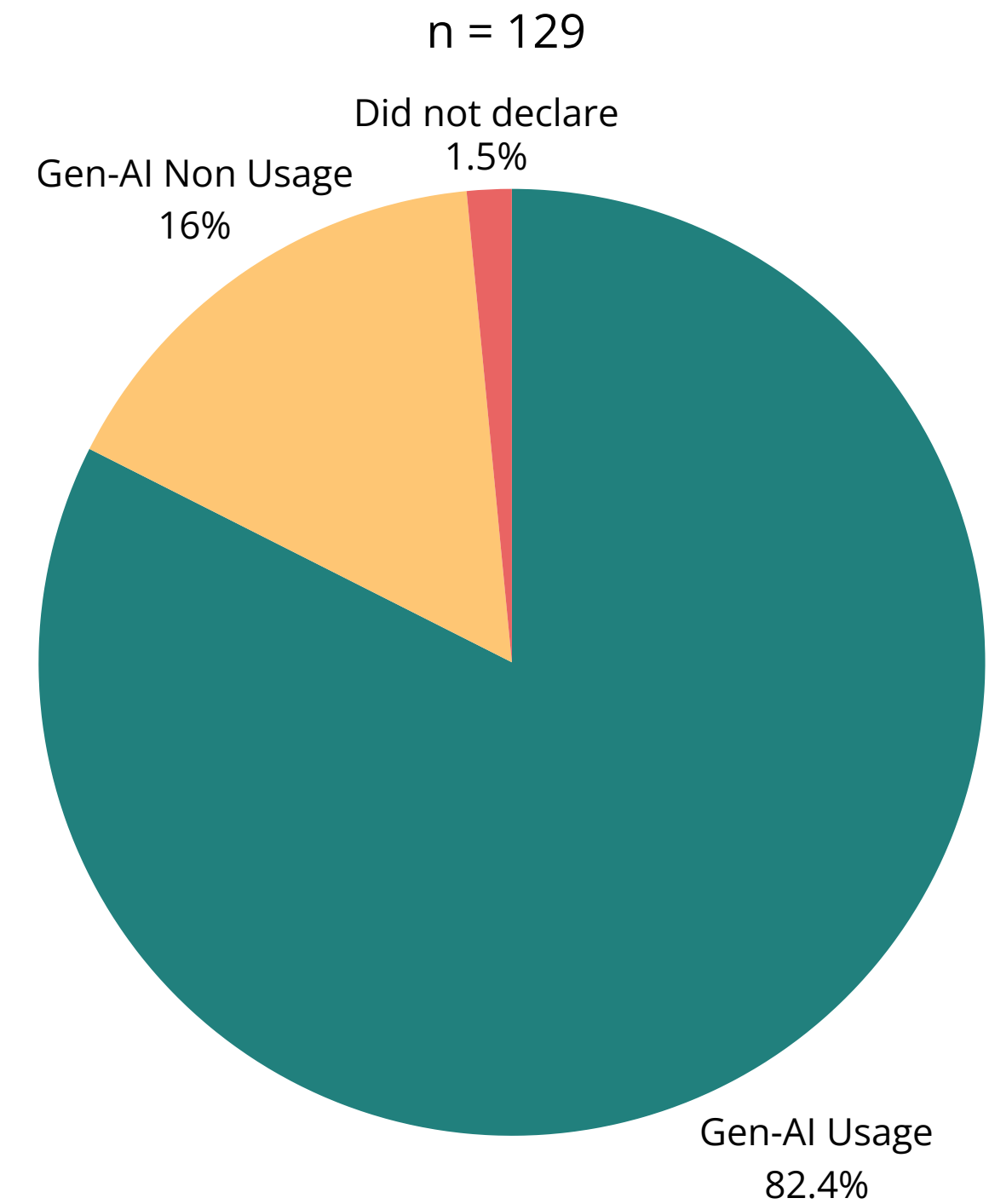
Generative AI Declaration



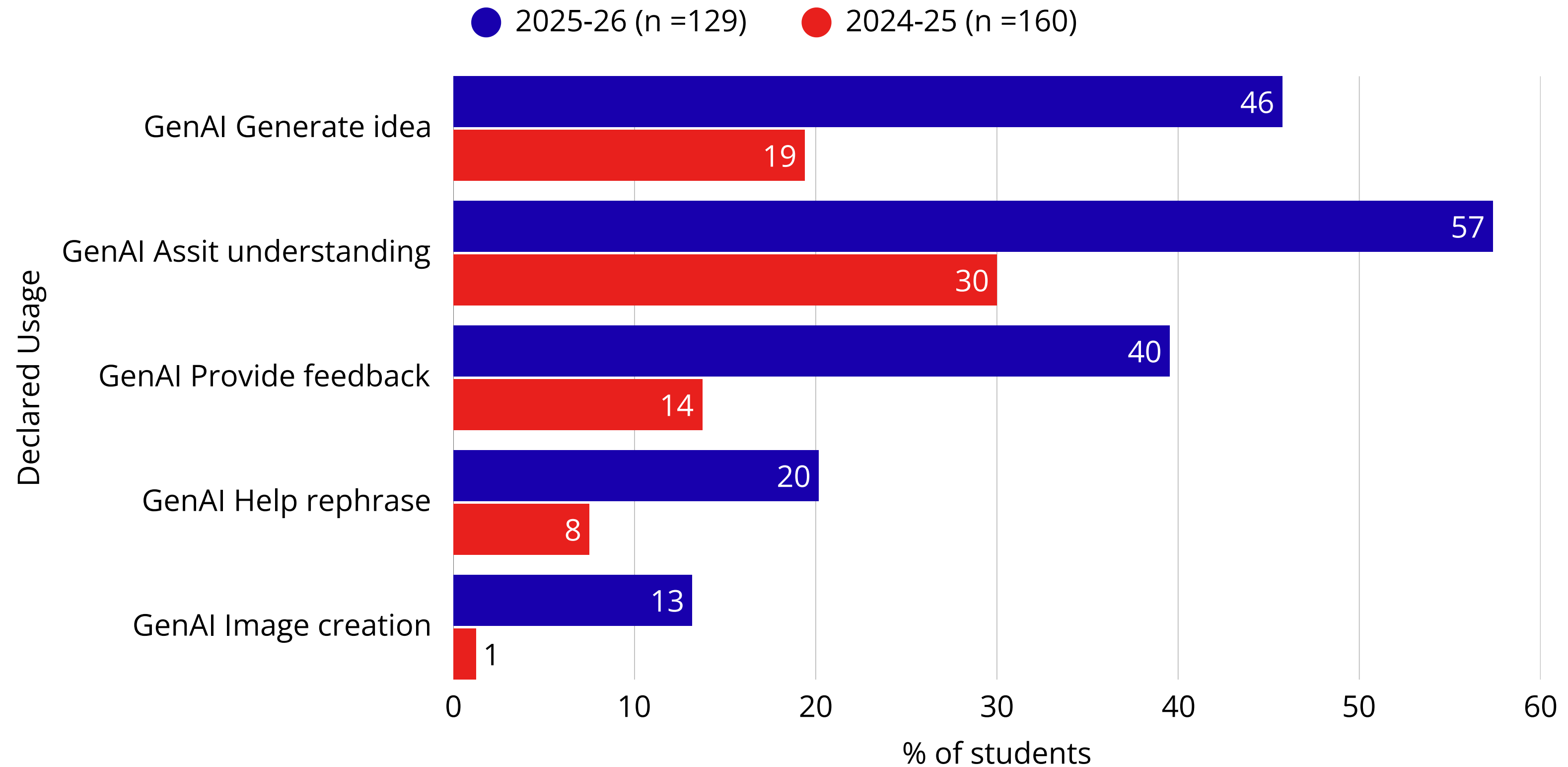
**Student Selected Component YR2
(2024-25)**



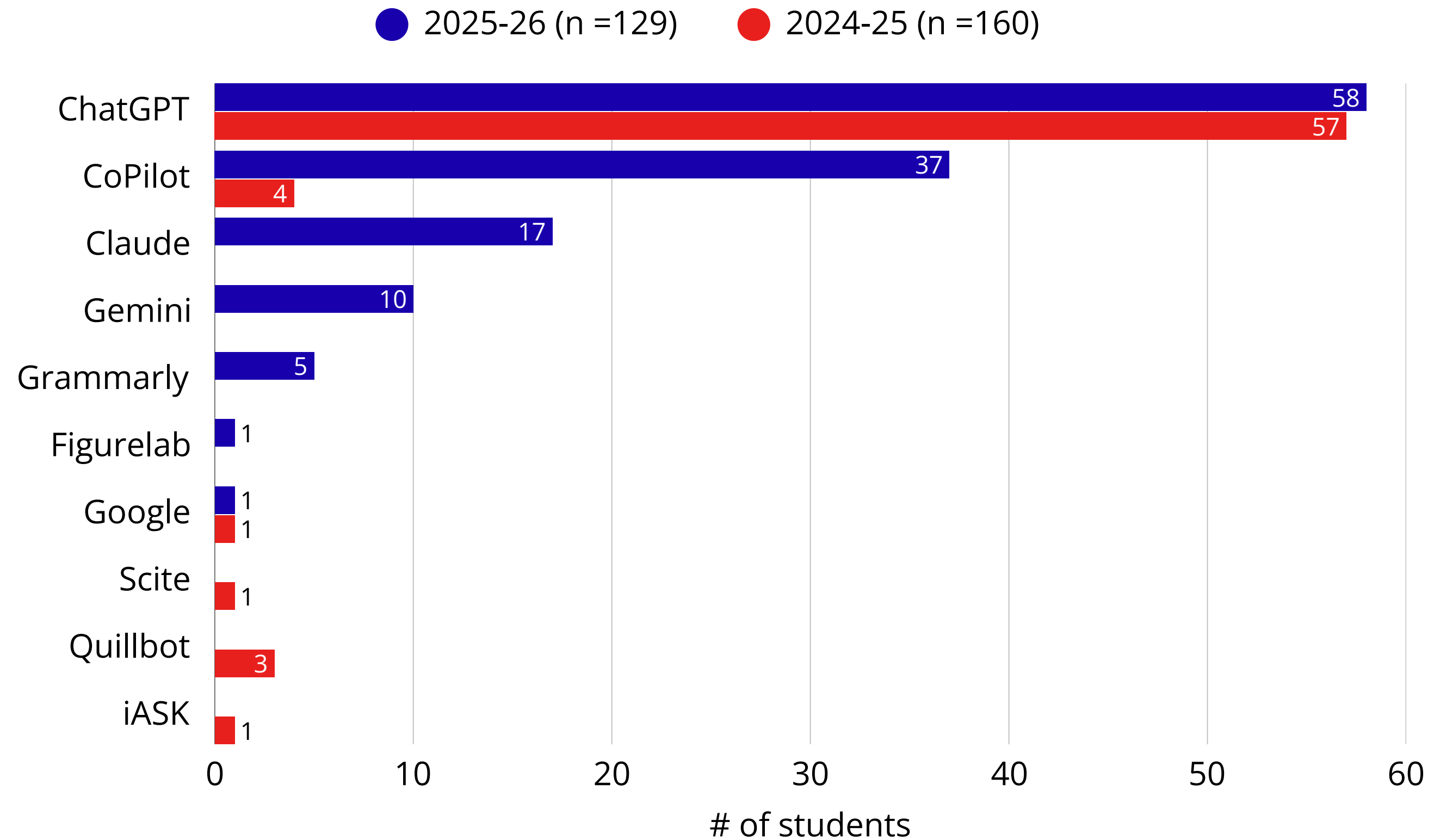
**Evidence Based Dentistry YR1
(2025-26)**



AI usage type declaration comparison (% of student)

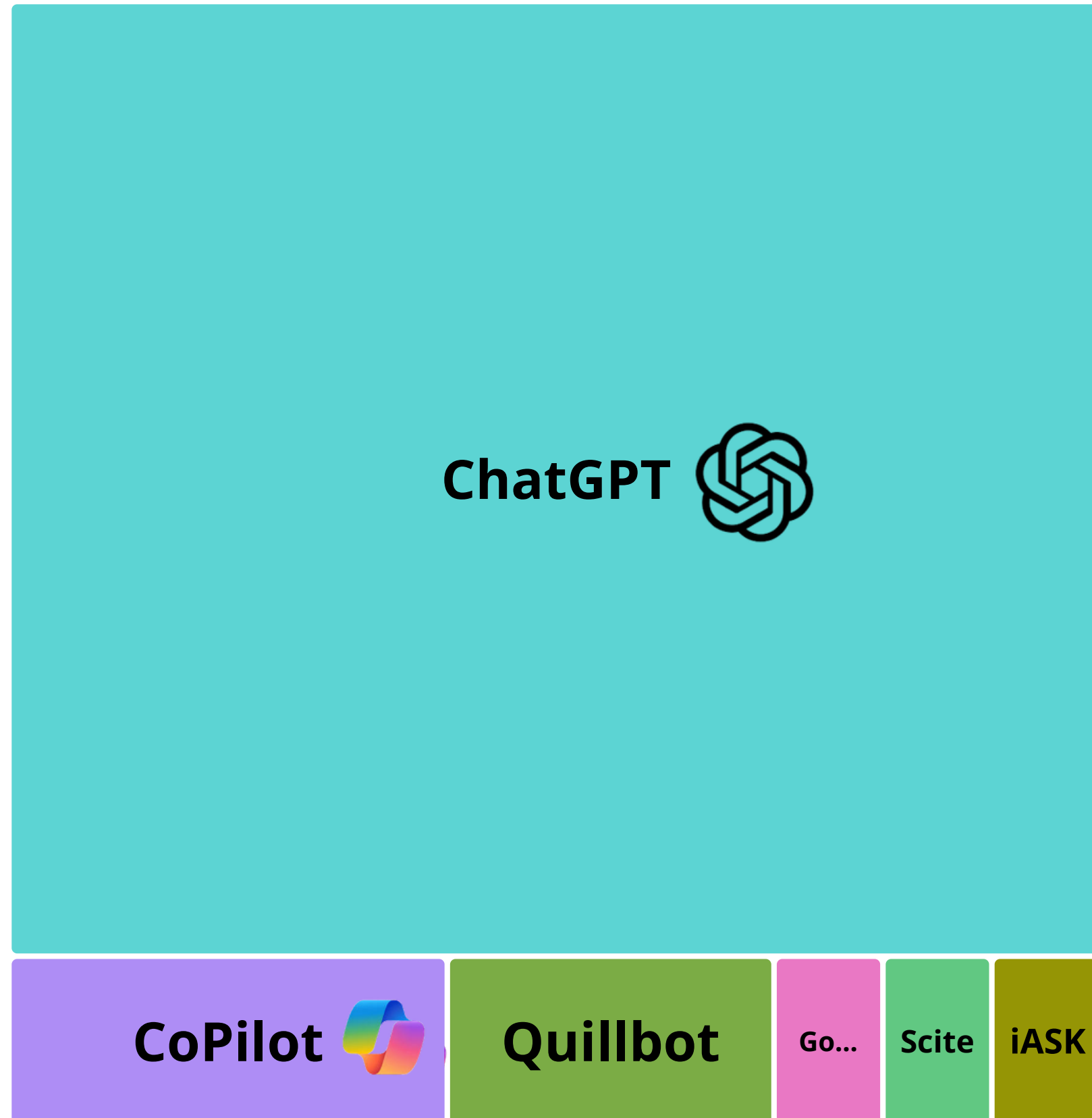


AI Tools

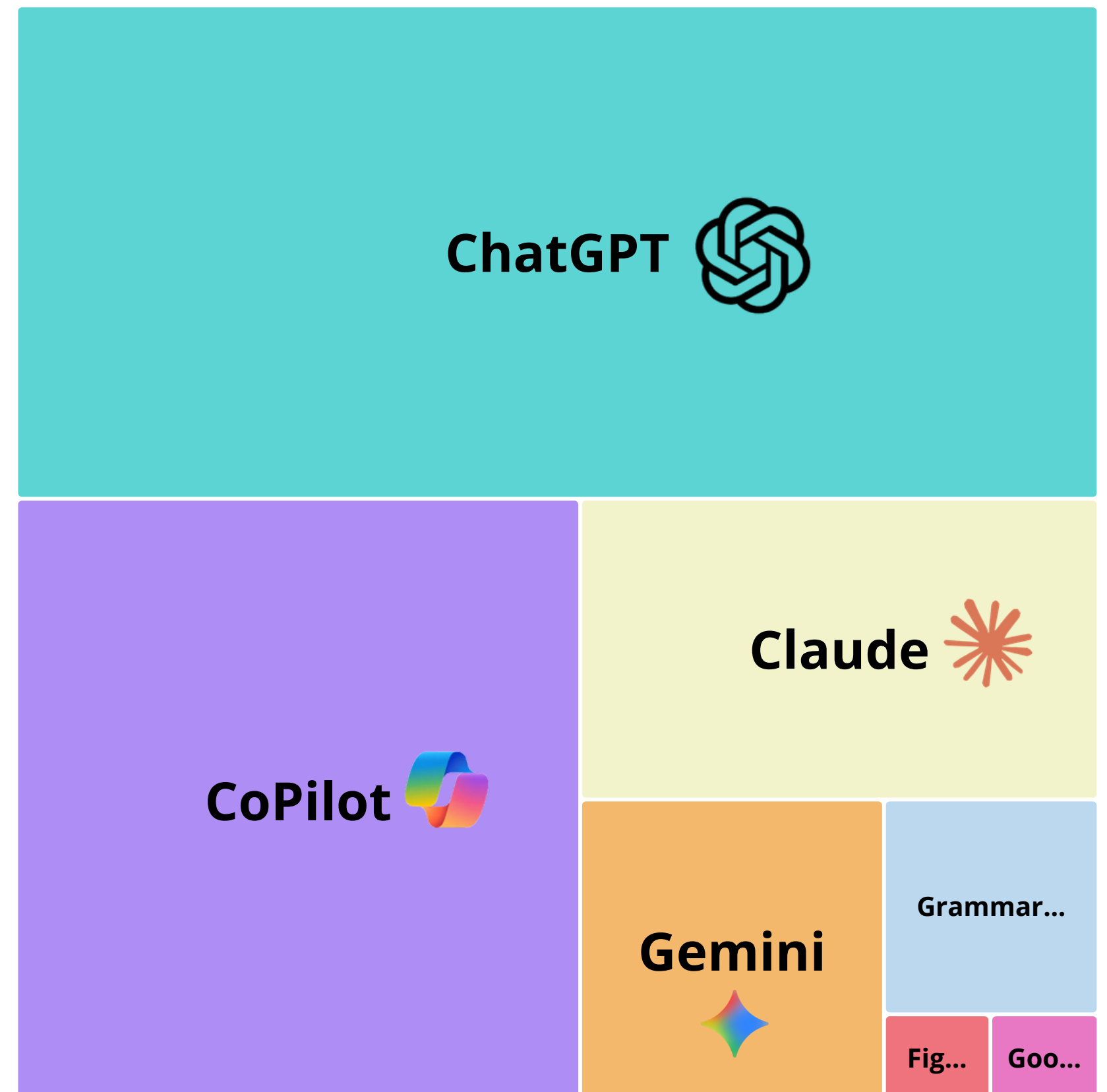


AI Tools Declared

Student Selected Component YR2
(2024-25)



Evidence Based Dentistry YR1
(2025-26)



Summary



AI use is becoming the norm, not the exception



Students are arriving with established AI habits



Teach students how to think with AI, not think for AI.



Be explicit about expectations for AI use



Redesign assessments to capture appropriate AI engagement