INTERNATIONAL HELLENIC UNIVERSITY

AISE PROJECT
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AI Essay Assessment: What Students Think

Results of the student questionnaire · Greece, Cyprus, Croatia and Serbia (n = 170) · Autumn 2026

ERASMUS+ PROGRAMME
COOPERATION PARTNERSHIPS (KEY ACTION 2)
AGREEMENT NUMBER 2023-1-EL01-KA220-SCH-000157157

IKY · ΕΥΡΩΠΑΪΚΗ ΕΝΩΣΗ · Erasmus+

Study objectives: how do students see AI assessment of their essays?

The study explores secondary-school students' attitudes towards a platform where an AI gives feedback and a grade on their essay within minutes.

1. Acceptance

Measure students' first impression of AI essay assessment (Q1–Q3).

2. Trust and fairness

Assess trust in AI grading and feedback, and who should assess (Q4–Q7).

3. Perceived usefulness

Estimate expected use and the value of immediate feedback (Q8–Q10).

4. Desired features

Identify what students want the platform to show them (Q11).

5. Intention to adopt

Gauge willingness to recommend and to try it at school (Q12–Q13).

6. Country comparison

Compare students across partner countries and record their concerns (Q14).

Research design: a cross-sectional survey in partner schools

1.1 Sampling unit and population

Unit: the individual student. Population: secondary-school students in AISE partner schools (Greece, Cyprus, Croatia, Serbia).

1.2 Sample size

170 completed questionnaires: Greece 36, Cyprus 25, Croatia 82, Serbia 27. Sized by school access, not a power calculation.

1.3 Sampling method

Non-probability convenience sampling: whole classes of participating teachers took part.

1.4 Data collection method

Self-administered paper questionnaire in class; anonymous, about 5 minutes, autumn 2026.

1.5 Data collection instrument

Structured 14-item questionnaire in 4 parts: 5-point scales, 0–10 rating, multiple choice, one open question. Translated into Greek, Serbian and Croatian.

1.6 Data analysis techniques

SPSS: frequencies, means, Cronbach's α, Spearman ρ, Kruskal–Wallis, χ^2, NPS; thematic coding of open answers.

Students are cautious: half would try it, and most want the teacher involved

49%

would like to try the platform at their school

52%

prefer teacher and AI together; 36% only the teacher, 5% AI alone

44% vs 27%

trust AI to grade fairly vs trust its feedback like a teacher's

74%

want improvement tips; 44% care about the grade

Countries differ on 8 of 10 items ($p < 0.05$): Serbian students are the most positive, Cypriot students the most sceptical. NPS: Serbia +15, Greece −40, Croatia −40, Cyprus −67.

Fourteen questions in four parts, answered by 170 students



A · First impression

Q1–Q3: liking, usefulness, feeling when a program reads my essay



B · Trust and fairness

Q4–Q7: fair grading, trust in feedback, fear of not being understood, who should assess



C · Usefulness

Q8–Q11: frequency of use, value of immediate feedback, comfort with mistakes, wanted features



D · Overall opinion

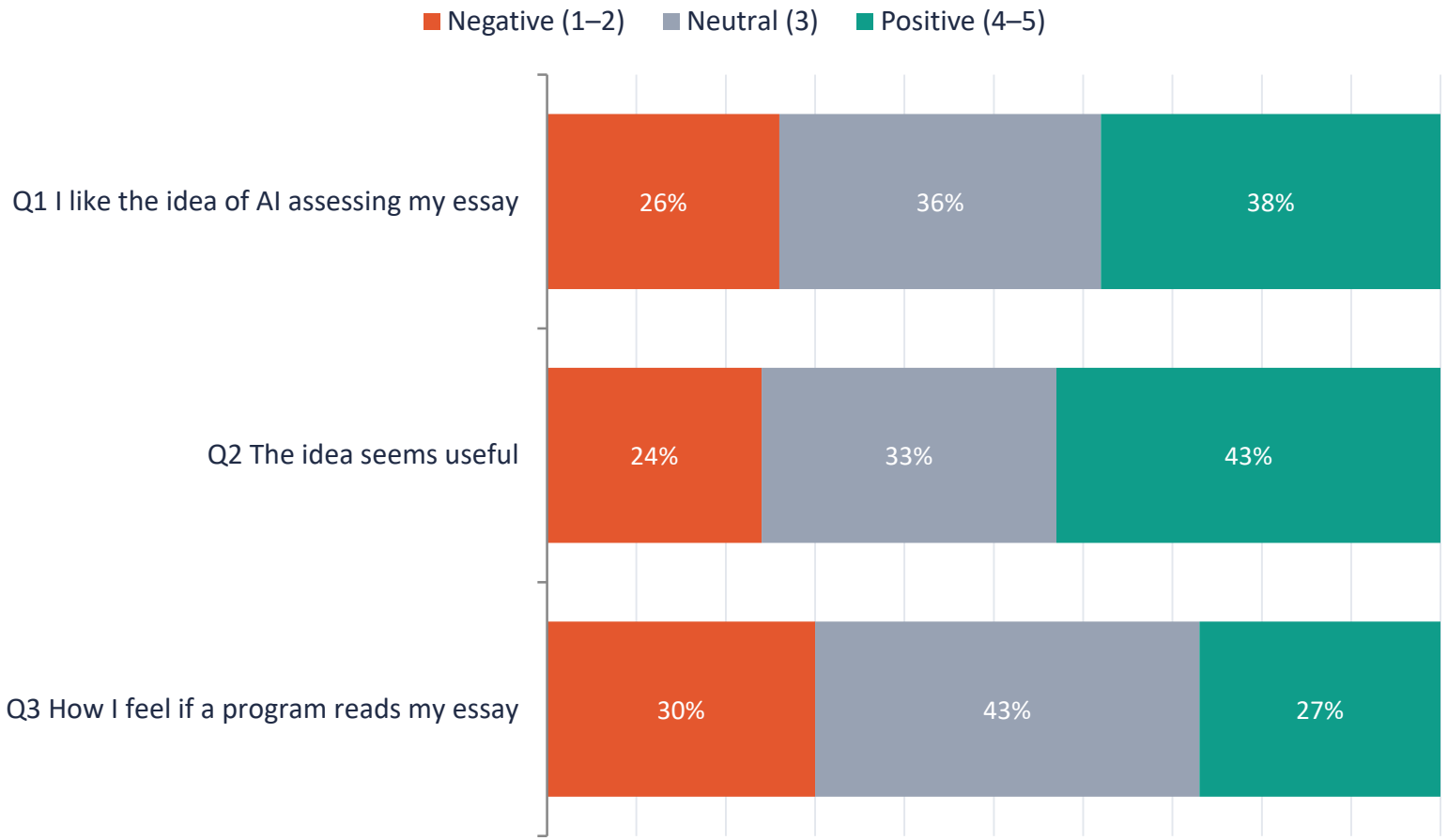
Q12–Q14: recommend to a friend (0–10), try it at school, open comments

Sample

36	Greece	25	Cyprus
82	Croatia	27	Serbia

Paper questionnaires, coded into SPSS. Scales 1–5 (Q12: 0–10). Country tests: Kruskal–Wallis, χ^2. Attitude items $\alpha = 0.91$.

First impressions are mixed: about 4 in 10 positive, a quarter negative

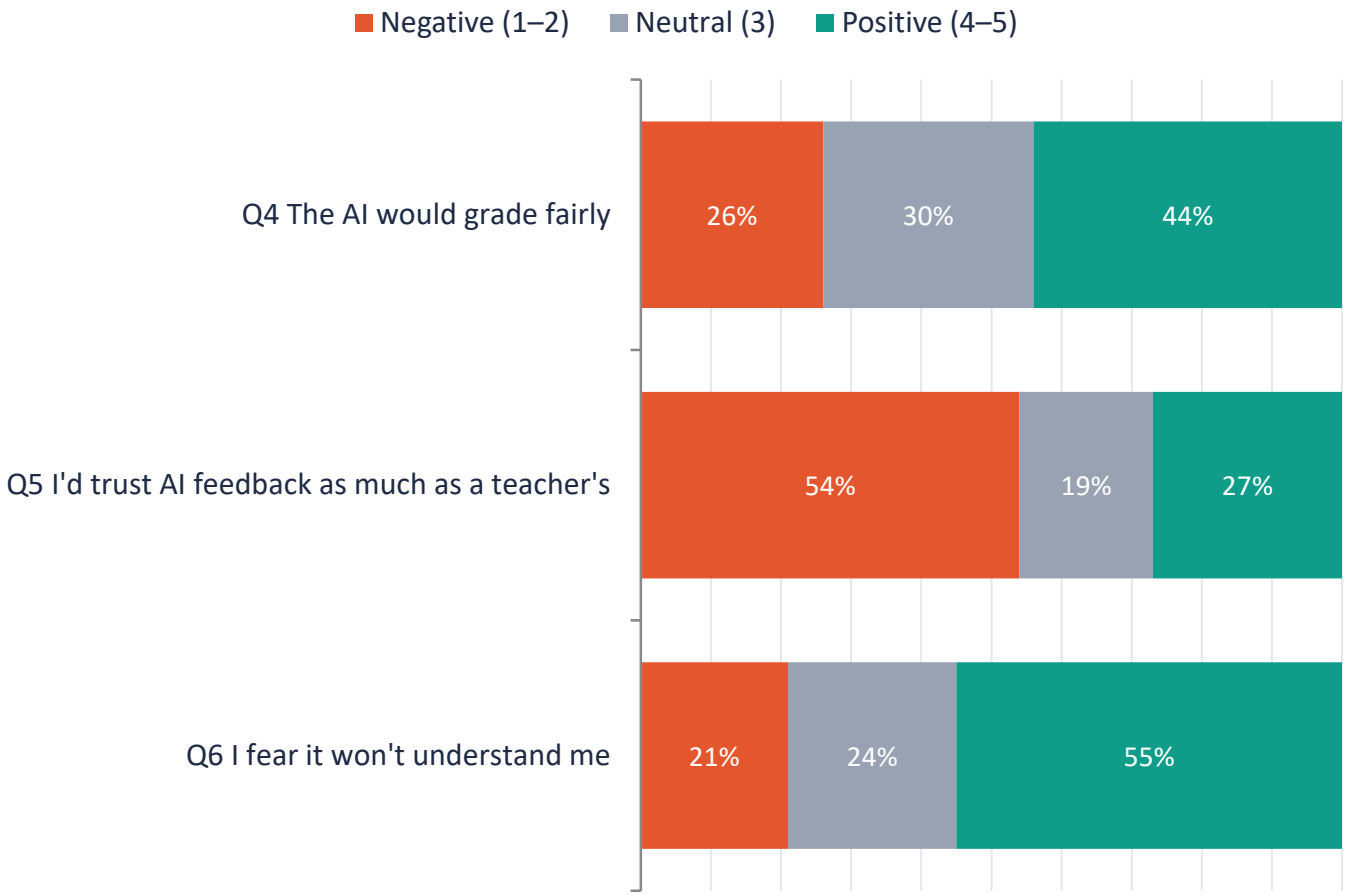


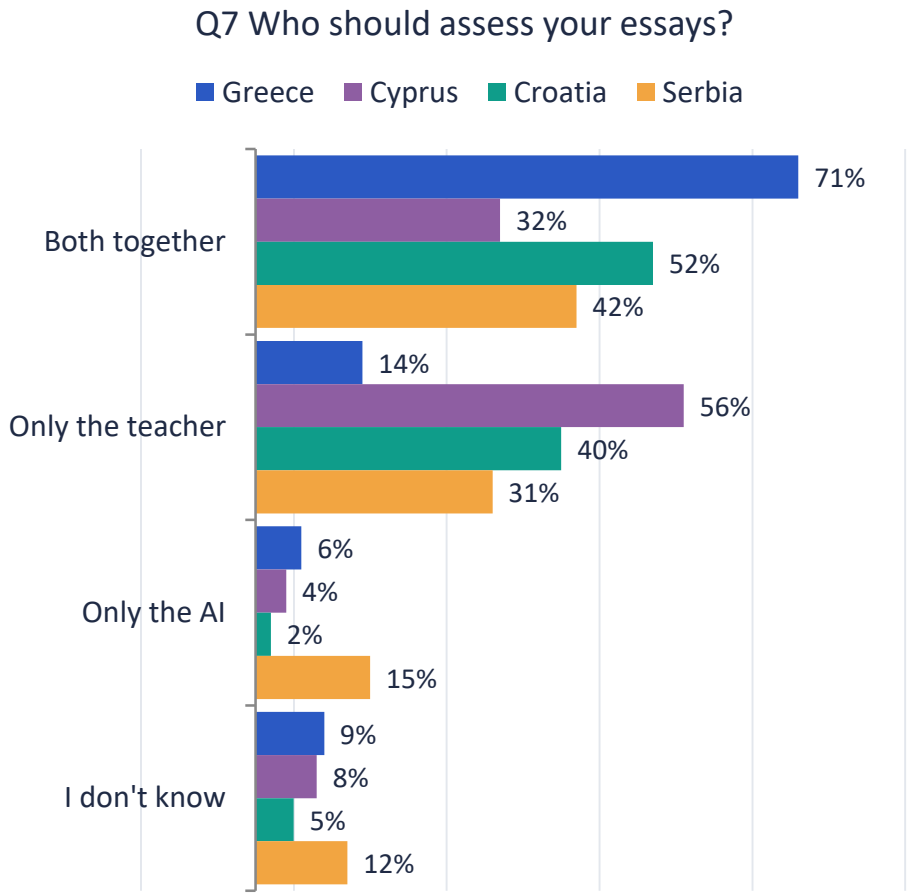
Neutral is the largest group
34–43% answer 3 on each question.

Cyprus is the outlier
Only 13% of Cypriot students like the idea (Q1), vs 39–56% in the other countries (p = 0.005).

Share of all students (n = 164–169). Positive = answers 4–5, negative = 1–2.

Students doubt AI feedback, and over a third want only the teacher





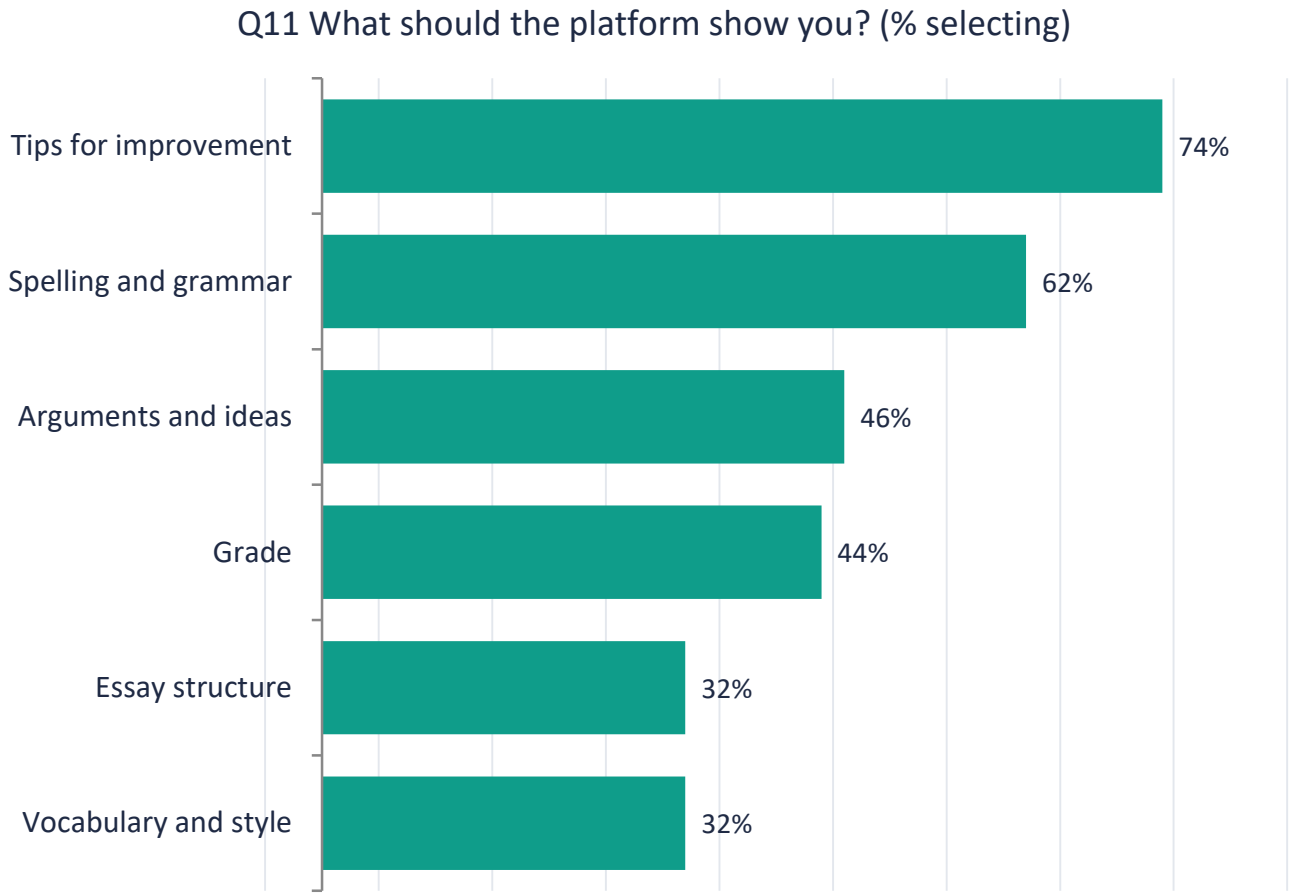
Q4–Q6: n = 169–170. Q7: % within country (GR 35, CY 25, HR 82, SR 26); χ^2 p = 0.014. Q6 is negatively worded.

Immediate feedback is the main draw; tips matter more than the grade

63% say immediate feedback would help them write better (Q9)

45% feel more at ease making mistakes with an AI (Q10)

35% would use it often or always (Q8)



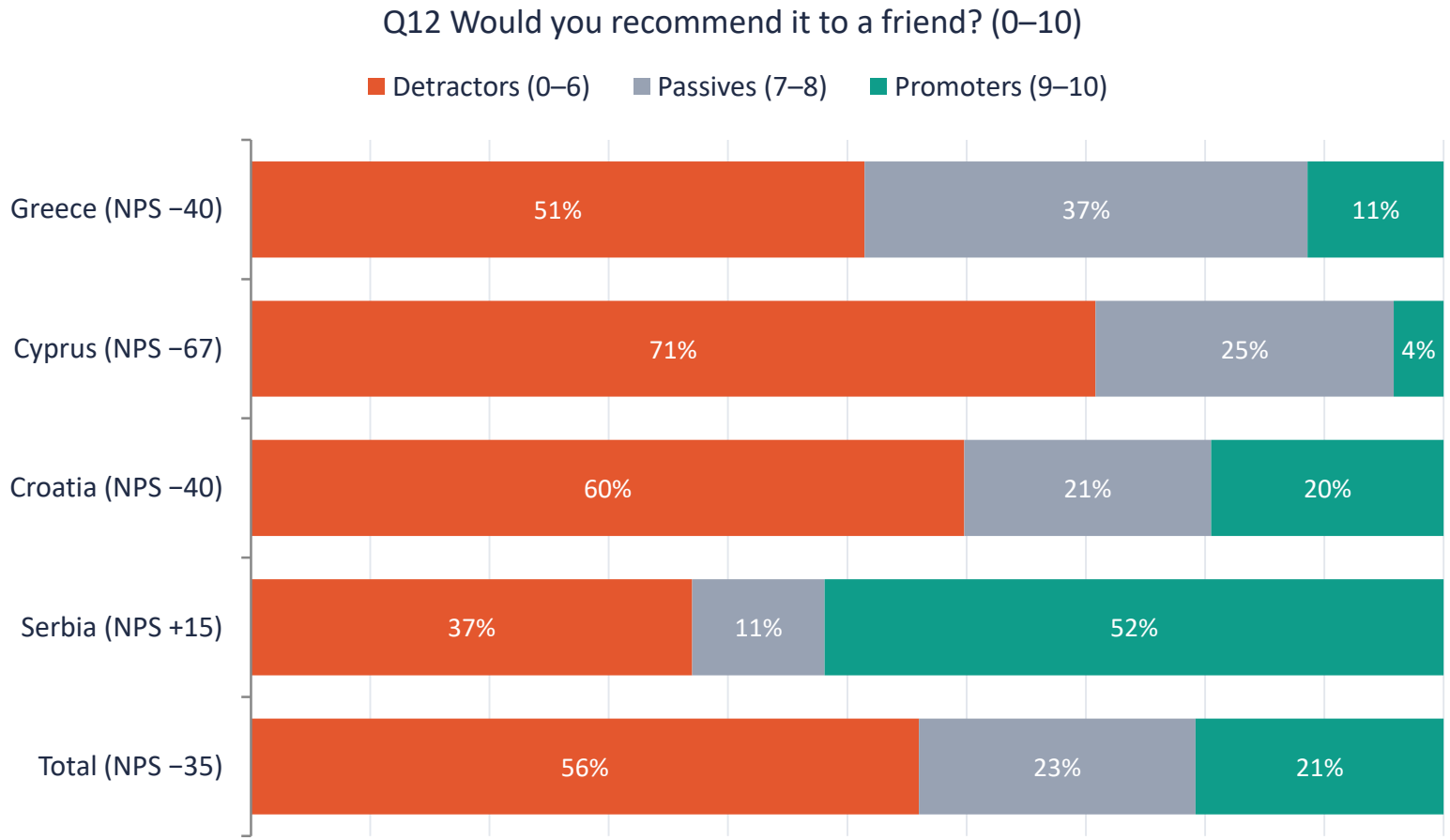
Q8–Q10: n = 169–170. Q11 multiple choice, n = 167. By country (χ^2): spelling and grammar HR 74% vs GR 42% (p = 0.004); tips p = 0.02; grade p = 0.03.

Half would try it at school, but few would recommend it, except in Serbia

49%

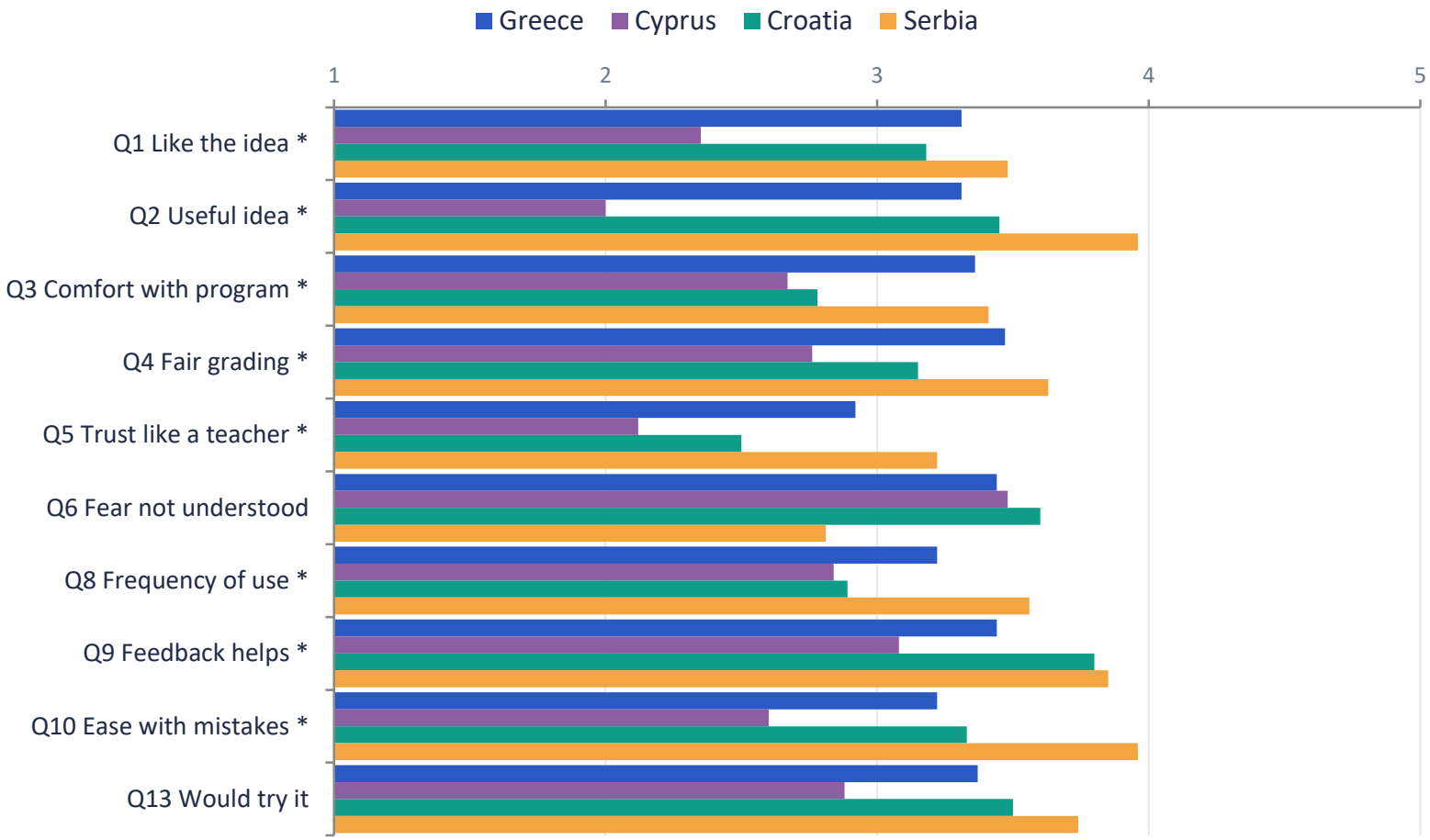
would like to try such a platform at their school (Q13, mean 3.4 / 5)

GR 46% · CY 36% · HR 50% · SR 63%



Q12: n = 168. NPS = % promoters − % detractors. Means differ by country (Kruskal–Wallis p = 0.01): SR 6.9, GR 6.1, HR 5.7, CY 4.1.

Serbia is the most positive country, Cyprus the most sceptical



Largest gaps (lowest → highest)

Q2 Useful idea
CY 2.00 → SR 3.96 $p < 0.001$

Q10 Ease with mistakes
CY 2.60 → SR 3.96 $p = 0.002$

Q3 Comfort with program
CY 2.67 → SR 3.41 $p = 0.002$

The fear of not being understood is shared everywhere except Serbia (Q6, $p = 0.08$). Effect sizes are small to moderate (ε^2 0.05–0.16).

*Mean score 1–5. * = Kruskal–Wallis $p < 0.05$ across the four countries. n: GR 35–36, CY 22–25, HR 78–82, SR 26–27.*

In their own words: worried about errors, hoping for useful feedback

Concerns

35 **Inaccurate or unfair grading**
"I would be worried that it would grade incorrectly"

15 **Misunderstanding what I mean**
"…that the platform does not understand my message"

12 **Losing the teacher / human contact**
"I do not want it to replace teachers"

6 **Rejection or over-reliance**
"That it did not exist"

What they would like

20 **Feedback, tips, learning from mistakes**
"…help me correct my mistakes and learn from them"

14 **Speed, availability, practice**
"…then I could practise at home"

6 **Objective grading**
"I would like its objectivity"

4 **Help with spelling and grammar**
"…help me with spelling mistakes"

Q14: 77 comments (GR 17, CY 14, HR 46, SR 0). Croatian comments machine-translated by partners; Greek and Cypriot translated from handwriting. One comment can have several themes.

Summarizing conclusions and next steps



Position AI as the teacher's assistant

52% want both together, 36% only the teacher; trust in AI feedback is low (27%).



Lead with improvement tips

Tips (74%) and spelling and grammar (62%) matter more than the grade (44%).



Prove accuracy and understanding

Inaccurate grading is the top worry (35 comments); 55% fear being misunderstood.



Tailor the rollout by country

Cyprus is most sceptical (NPS −67), Serbia most positive (+15). Repeat after real use.