Does AI Help or Hurt Learning? — A Pre-Registered 572-Student Lab Experiment at Nottingham Finds No Average Gain and Fewer Practice Attempts

AI in Education · Good practice · United Kingdom

Quality score: 53/100

Evidence strength: Moderate

Summary

Pre-registered lab experiment (N=572) at Nottingham's CeDEx Lab: students learning Esperanto with ChatGPT or guided ChatGPT did no better on an AI-free exam than a browsing-only control, attempted 12–17% fewer practice questions, and gains concentrated among high-GPA women.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	2/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	1/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

C-NAPSE web research — accessed 2026-11-16

Lund University / NHH Norwegian School of Economics (CeDEx Lab, University of Nottingham) — accessed 2026-11-16

Lund University working paper 2026:2 (IDEAS/RePEc) — accessed 2026-11-16

S-WoPEc abstract — accessed 2026-11-16

Lund University publication record — accessed 2026-11-16

AEA RCT Registry AEARCTR-0014930 — accessed 2026-11-16

Cite this — Evidoria. *Does AI Help or Hurt Learning? — A Pre-Registered 572-Student Lab Experiment at Nottingham Finds No Average Gain and Fewer Practice Attempts*. Persistent ID: 6e5b06cb-d079-4bb3-9ffa-a2e66b627507.