

# DRIVE — TU Eindhoven's Framework for Assessing Learning Through Students' Interactions with Generative AI

AI in Education · Good practice · Netherlands

Quality score: 33/100

Evidence strength: Cautionary / limited

## Summary

TU/e researchers analysed 1,450 annotated student–chatbot interactions from 70 graded STEM essays and found a strong positive correlation between interaction quality and essay scores, proposing process-based assessment of AI use.

## Key dimensions

| Dimension                              | Score |
|----------------------------------------|-------|
| Evidence of learning impact            | 1/3   |
| Equity & inclusion                     | 0/3   |
| Transparency, ethics & data protection | 1/3   |
| Teacher capability & pedagogy          | 2/3   |
| Scalability & sustainability           | 1/3   |

Evaluated by C-NAPSE

## Data sources

[C-NAPSE web research](#) — accessed 2026-10-01

[Eindhoven University of Technology \(TU/e\)](#) — accessed 2026-10-01

[TU/e research portal](#) — accessed 2026-10-01

[Computers and Education: AI \(DOI\)](#) — accessed 2026-10-01

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