

Mind Tutor — A Well-Powered UK RCT Finds No Wellbeing Benefit from an AI Chatbot App

AI in Education · Good practice · United Kingdom

Quality score: 27/100

Evidence strength: Randomised controlled trial

Summary

Two well-powered UK RCTs (N=177, N=240) tested an AI chatbot app meant to boost first-year students' wellbeing. Neither found a significant effect, and each student used the app only twice on average.

Key dimensions

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

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-13

[Oxford Brookes University, London Metropolitan University, University of Birmingham, Syndeo Ltd](#) — accessed 2026-09-13

[Development, Acceptability and Engagement with the Mind Tutor \(PMC\)](#) — accessed 2026-09-13

[Evaluation of an AI Enhanced Application for Student Wellbeing: Pilot RCT \(Springer\)](#) — accessed 2026-09-13

[Trial registration — Social Science Registry](#) — accessed 2026-09-13

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