

The Generative AI Learning Penalty — A 30-Month Study of 26,811 Chinese Students

AI in Education · Good practice · China

Quality score: 40/100

Evidence strength: Quasi-experimental

Summary

A 30-month study tracking 26,811 middle- and high-school students in a central Chinese county found generative AI homework tools raised homework scores 18% and cut completion time 30%, but exam scores fell 20% within six months and up to 24% at two years.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
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 2026-08-15

[Stockholm University and the University of Hong Kong \(CEPR Discussion Paper DP21577\)](#) — accessed 2026-08-15

[CEPR/RePEc discussion paper abstract](#) — accessed 2026-08-15

[South China Morning Post coverage](#) — accessed 2026-08-15

[The Star \(Malaysia\) coverage](#) — accessed 2026-08-15

[Fortune coverage](#) — accessed 2026-08-15

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