Digital Education Council

AI in Higher Education
Latin America Survey 2026

Foreword

In collaboration with Tecnológico de Monterrey and Institute for the Future of Education, the Digital Education Council AI in Higher Education Latin America Survey 2026 represents a major regional research effort, building on the Council's previous global studies—the Global AI Student Survey 2024 and Global AI Faculty Survey 2025. This report brings together both student and faculty perspectives on AI in education, examining attitudes, AI literacy, current usage, preferences, expectations, and key concerns related to AI in learning and teaching.

This survey has gathered over **30,000 responses**—including **22,941 from students** and **7,319 from faculty**—across **29 higher education institutions** in Latin America, making it the largest regional survey of its kind. The survey reveals accelerating AI adoption among both students and faculty, alongside persistent AI literacy gaps. It highlights the critical role of AI literacy in future readiness, identifies missed opportunities for meaningful AI use in education, surfaces governance and communication gaps, and reflects ongoing concerns about AI's potential negative impact on learning. Together, these insights offer valuable guidance for institutions seeking to develop thoughtful, student- and faculty-centred AI strategies.

This presentation also references the wider suite of Digital Education Council publications, including the **DEC Global AI Surveys**, **Next Era of Assessment**, and the **DEC AI Governance Framework**—all of which are available to DEC members at **digitaleducationcouncil.com.**

For feedback and inquiries

Hui Rong, Research & Intelligence Lead
hui@digitaleducationcouncil.com

Fathinah Subhan, Research & Intelligence Associate
fathinah@digitaleducationcouncil.com

DEC Leadership Note

We are pleased to present the publication of the Digital Education Council AI in Higher Education Latin America Survey 2026, in collaboration with Tecnológico de Monterrey and the Institute for the Future of Education. This report marks the first in a series of regional surveys and other regional work to be conducted by the Council for the primary use of our members.

This report marks a pivotal moment for global foresight in digital transformation. Our research reveals that the Latin American market is quite advanced in the AI adoption curve, with **92% of students** and **79% of faculty actively engaging with AI**—rates that would seem to surpass the global trends identified in our previous survey work. This challenge assumptions about adoptions in markets that might not be considered to be leading the development of commercial AI models in the way that the United States and China appear to be.

This momentum, however, is deeply tempered by students' increasing awareness of the challenges of AI. A clear majority of students (65%) worry about AI leading to shallow learning and an absence of fairness in assessment (56%) and data privacy (56%).

For leaders worldwide, this report is a clear sign: the time for debating AI's place is over. The imperative is to urgently establish transparent governance, close the confidence and skills gap by mandating practical AI literacy training for both faculty and students, and commit to assessment redesign that preserves academic integrity and fosters the essential higher-order thinking skills for the future workforce.

Alessandro Di Lullo
Chief Executive Officer

Daniel A. Bielik
President

Participating Institutions and Contributors

The breadth and diversity of perspectives captured in the AI in Higher Education Latin America Survey 2026 would not have been possible without the strong support and contributions of the participating institutions who facilitated survey distribution across the region. We would like to extend our sincere thanks to AI Global Education Network (AIGEN) and the Educational Innovation Network (RIE360) for their valuable support in broadening the reach of this research across the region.

CETYS Universidad,
México

El Colegio de Tamaulipas,
México

Escuela Superior Politécnica del Litoral,
Ecuador

Instituto de Formación Liverpool,
México

Interline Instituto de Estudios Superiores,
México

ISEADE-FEPADE,
El Salvador

ITESO, Universidad Jesuita de Guadalajara,
México

Pontificia Universidad Católica de Chile,
Chile

Tecnológico de Monterrey,
México

Universidad Adolfo Ibáñez,
Chile

Universidad Anáhuac México,
México

Universidad Austral,
Argentina

Universidad Autónoma de Baja California,
México

Universidad Autónoma de Chile,
Chile

Universidad Autónoma de Nuevo León,
México

Universidad de Guadalajara,
México

Universidad del Magdalena,
Colombia

Universidad del Pacifico,
Peru

Universidad EAFIT,
Colombia

Universidad Iberoamericana,
México

Universidad La Salle Laguna,
México

Universidad Modelo Campus Mérida,
México

Universidad Nacional Autónoma de México (UNAM),
México

Universidad Nacional del Altiplano de Puno,
Peru

Universidad Pedagógica Nacional Francisco Morazán,
Honduras

Universidad Peruana de Ciencias Aplicadas (UPC),
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Universidad Politécnica de Puerto Rico,
Puerto Rico

Universidad Rafael Landívar,
Guatemala

Universidad Veracruzana,
México

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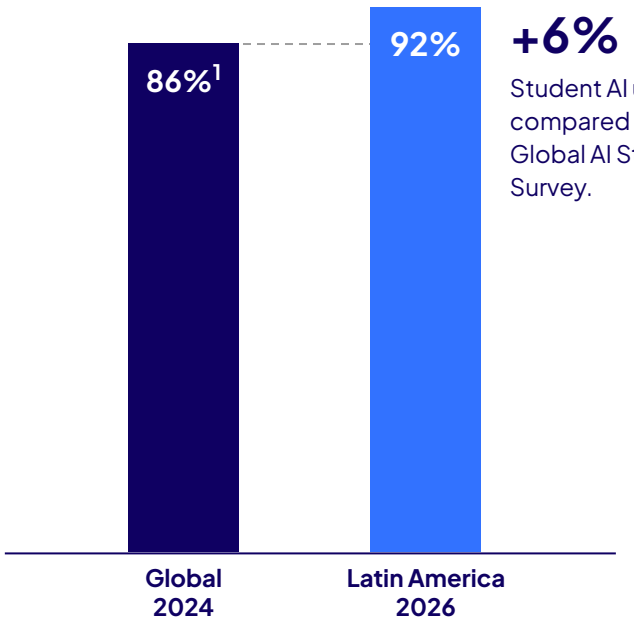
1. Student AI Attitudes, Usage, and Concerns

Students Use AI in Their Studies and Expect to Continue at Work

Student AI Usage for Learning

Question: Have you used / are you using AI in your learning?



+6%

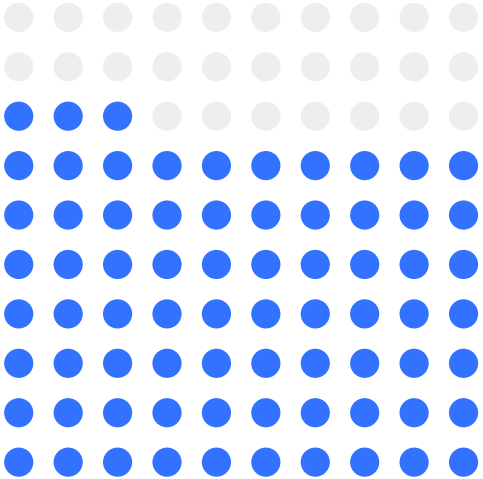
Student AI use compared to 2024 Global AI Student Survey.

Student Expectation to Use AI for Future Jobs

Question: I see myself using AI in my job in the future.

73%

of students foresee themselves using AI in their future jobs



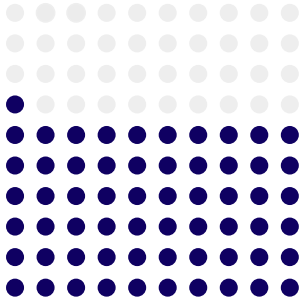
[1]Digital Education Council Global AI Student Survey 2024.
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Student Digital Access in Latin America is Mobile-First

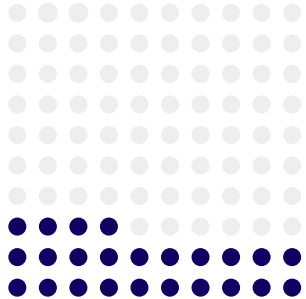
Student Access to Electronic Devices

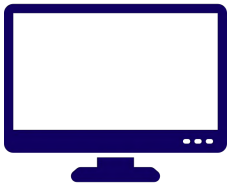
Question: Do you have an electronic device for personal or shared use?

Mobile phone
84%

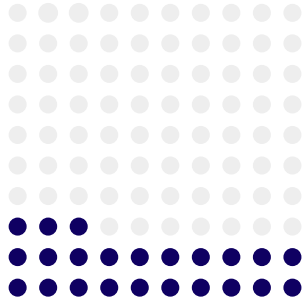


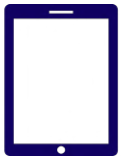
Laptop
61%





Desktop Computer
24%





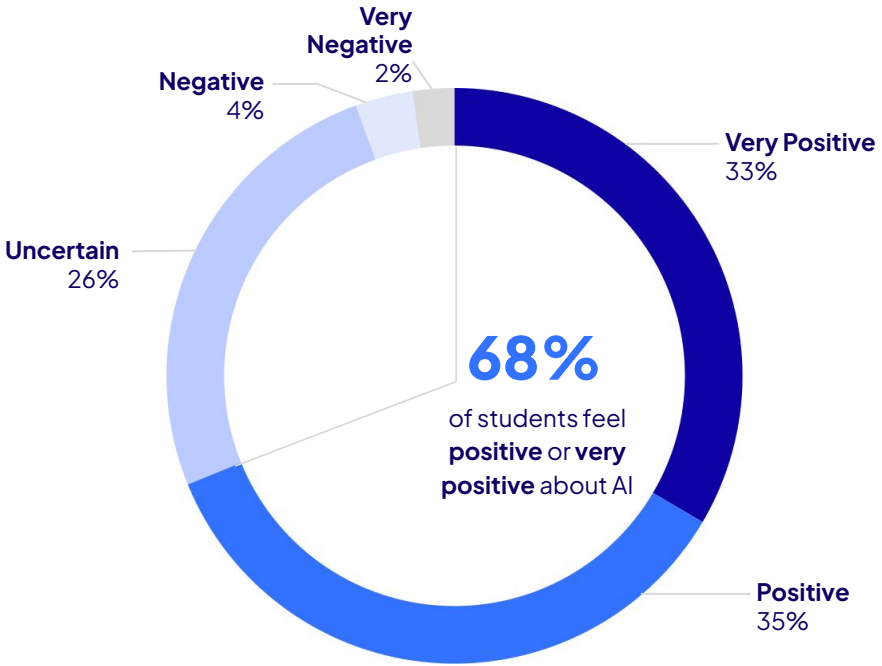
Tablet
23%

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Two-Thirds of Students Report Positive Sentiment Toward AI

Student Sentiment on AI in Education

Question: What is your overall sentiment on AI in education ?



Student sentiment toward AI in education is largely positive

68% of students report positive or very positive views of AI in education, indicating broad openness to AI-enabled learning.

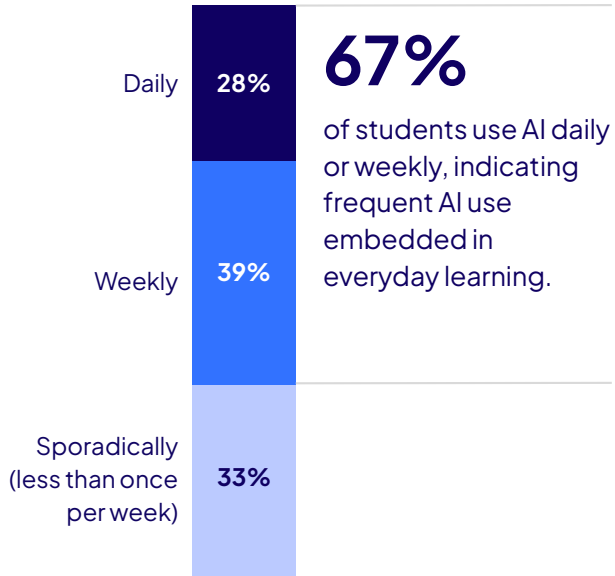
However, over a quarter of students remain uncertain about AI's role, pointing to gaps in understanding. This suggests that clearer guidance and AI literacy support are needed to help students fully grasp AI's role and implications in their learning experience.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Use AI Frequently, with ChatGPT Leading Tool Adoption

Frequency of Student's AI Usage

Question: How often do you use AI tools such as the ones above?

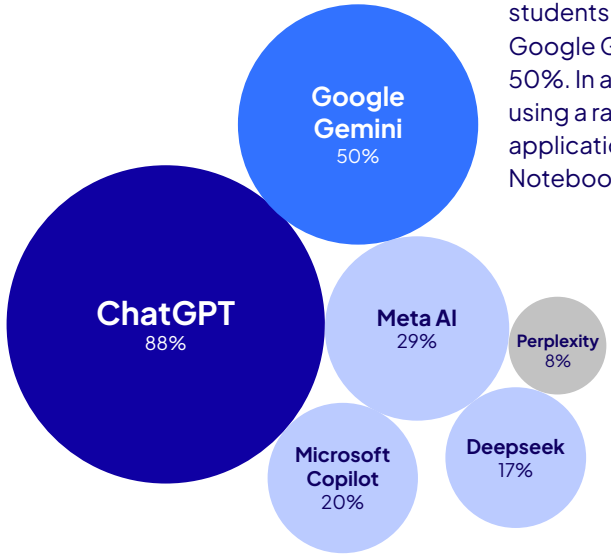


67%

of students use AI daily or weekly, indicating frequent AI use embedded in everyday learning.

Most Used AI Tools by Students

Question: Which AI tools do you use for your course/programme? (Select all that apply)



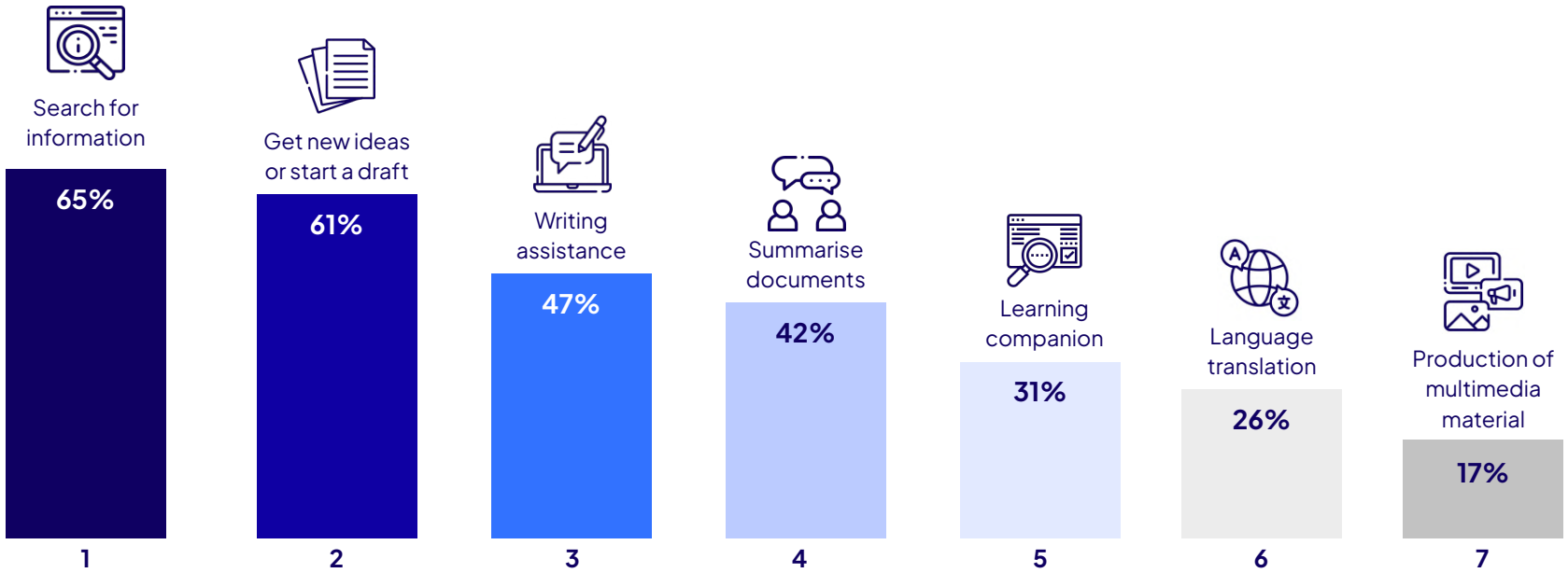
ChatGPT emerges as the most widely used AI tool, with 88% of students using it in their studies. Google Gemini ranks second at 50%. In addition, students report using a range of other AI applications, including Cici AI, NotebookLM, Grok, and Claude.

*Responses only include respondents who indicated answered 'Yes' to 'Have you used / are you using AI in your learning?' (n=21104)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Information Search Tops the List of AI Use Cases Amongst Students

AI Use Cases by Students

Question: What do you usually use the above AI tools for? (Select all that apply)

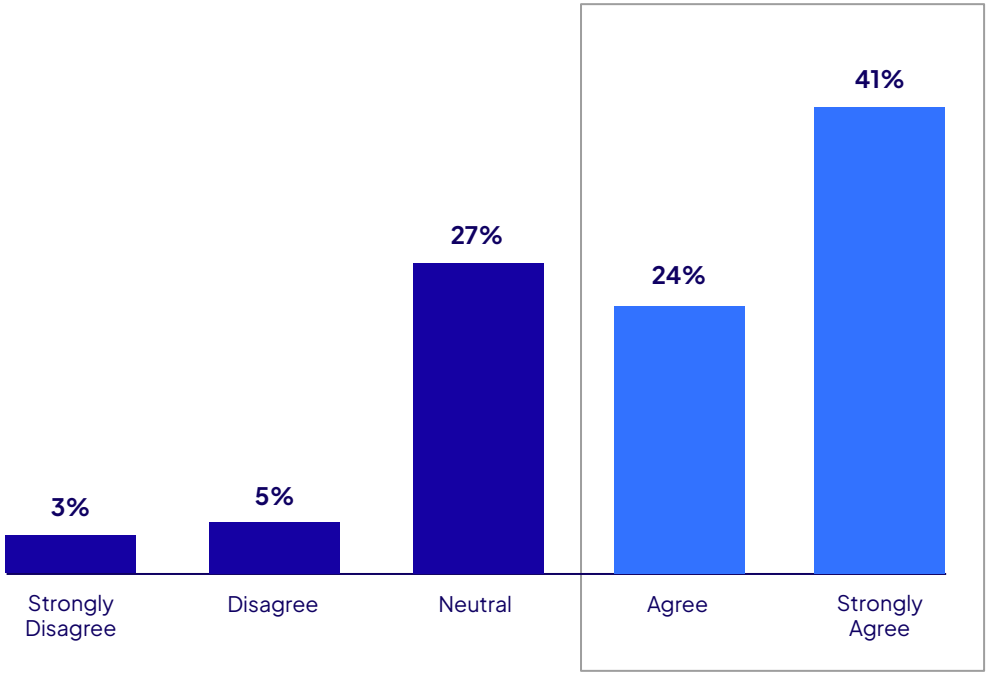


*Responses only include respondents who indicated answered 'Yes' to 'Have you used / are you using AI in your learning?' (n=21104)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Are Using AI, but They Are Not Fully Comfortable with It

Student Concern about Depth and Quality of Learning with AI

Statement: I worry that using AI could make learning too shallow and discourage critical thinking and creativity.



65%

of students feel concerned that AI may make learning too shallow and discourage critical thinking and creativity.

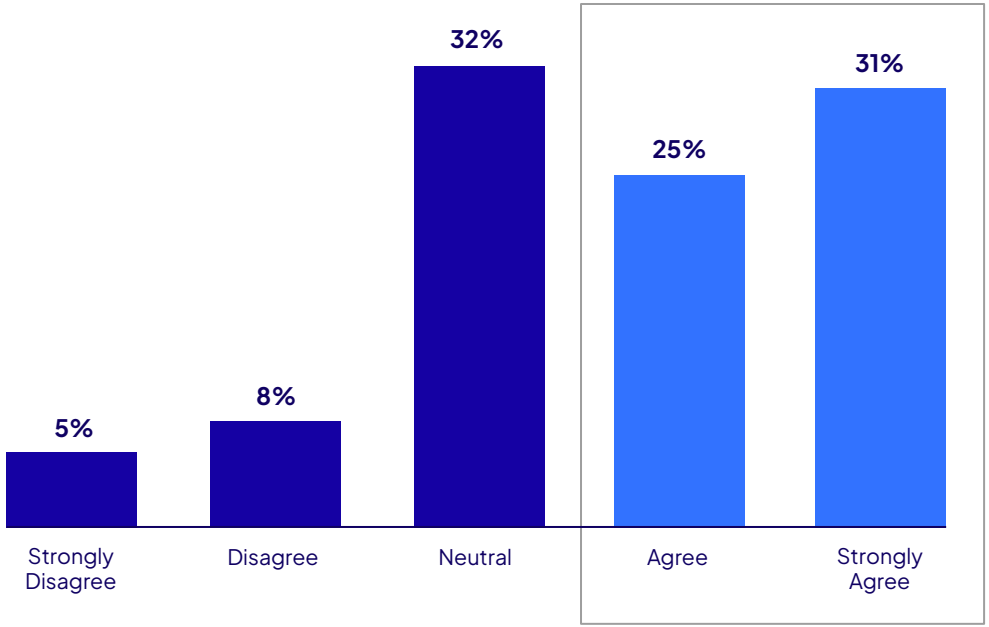
While AI use among students is nearly universal at 92% (see page 8), a clear majority of students express concern that the use of AI could reduce depth of learning and weaken critical thinking and creativity.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Data Privacy Concerns More Than Half of Students

Student Sentiment on Data Privacy when Using AI Tools

Statement: I am concerned about the privacy of my data when using AI tools.



56%

of students express concern about data privacy when using AI tools.

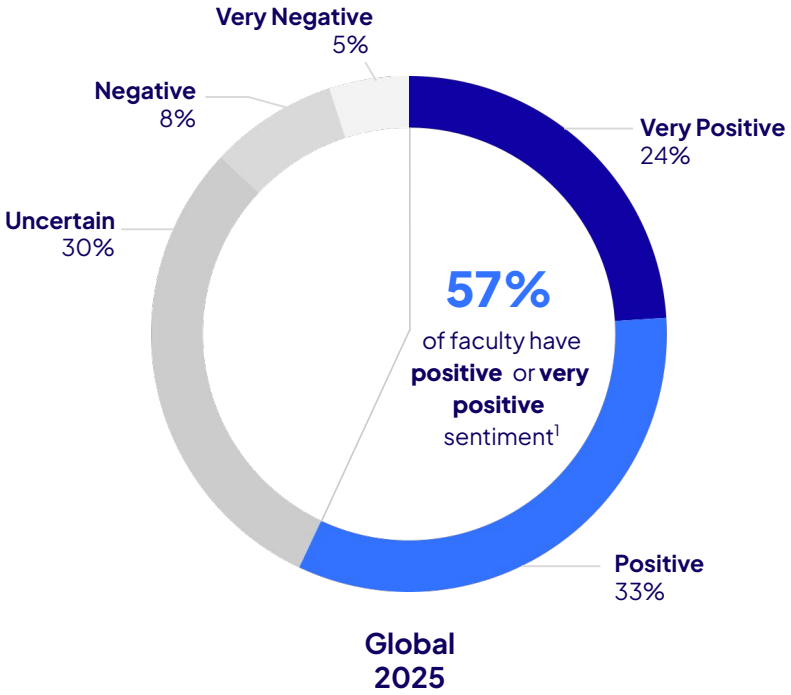
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

2. Faculty AI Attitudes, Usage, and Concerns

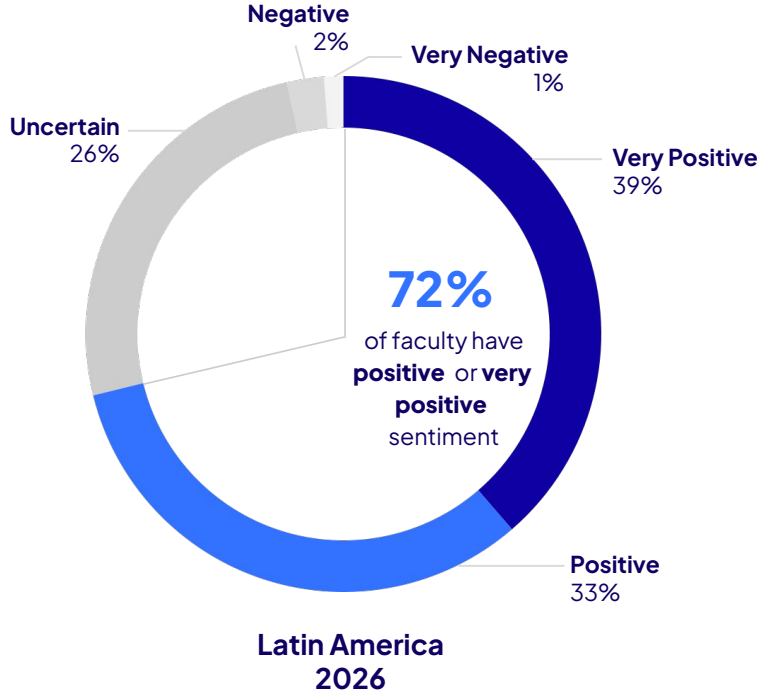
Shifting Sentiment: Faculty Confidence in AI is Rising

Faculty Sentiment on AI in Education

Question: What is your overall sentiment on AI in education?



Global 2025



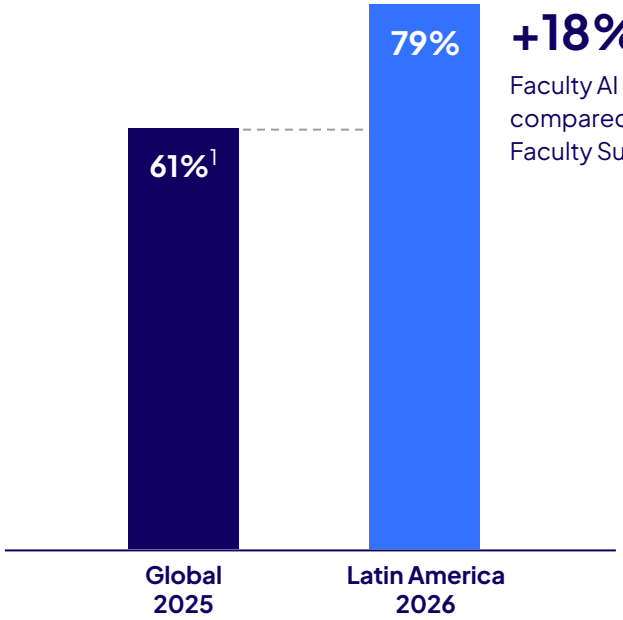
Latin America 2026

[1]Digital Education Council Global AI Faculty Survey 2025.
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty AI Adoption Is Growing, but Usage Remains Conservative

Faculty AI Usage for Teaching

Question: Have you used / are you using AI in your teaching?

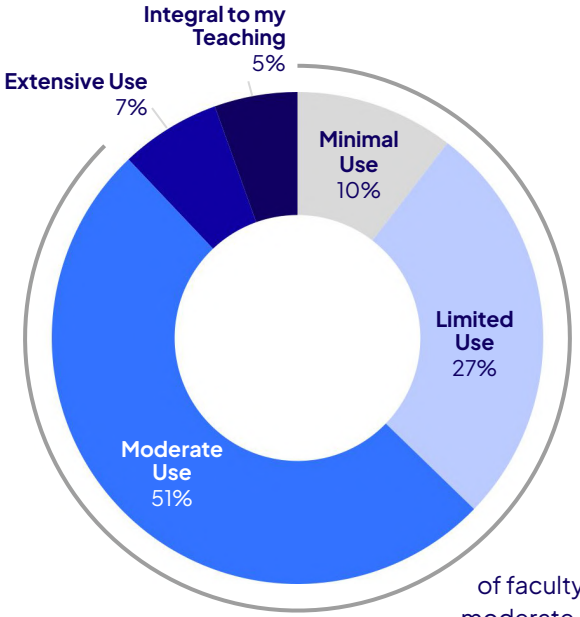


+18%

Faculty AI use compared to Global AI Faculty Survey 2025.

Extent of Faculty AI Usage

Question: To what extent do you use AI in your teaching?



88%

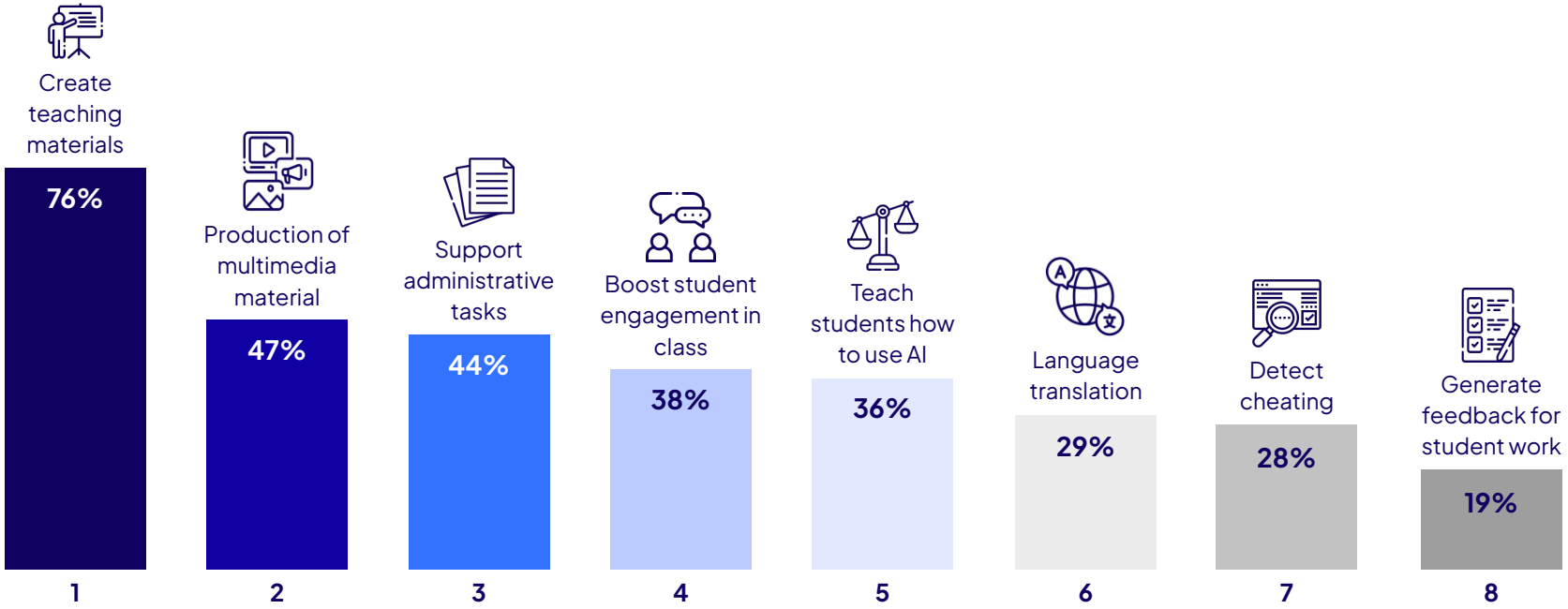
of faculty report minimal to moderate AI use, signalling a cautious approach to AI integration in teaching.

*Responses only include respondents who indicated answered 'Yes' to 'Have you used / are you using AI in your teaching?' (n=5782)
[1]Digital Education Council Global AI Faculty Survey 2025.
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Automating Preparation: How Faculty Use AI

AI Use Cases by Faculty

Question: What do you use AI for in your teaching? (choose all that apply)



*Responses only include respondents who indicated answered 'Yes' to 'Have you used / are you using AI in your teaching?' (n=5782)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty See Over-Reliance on AI as a Major Learning Risk

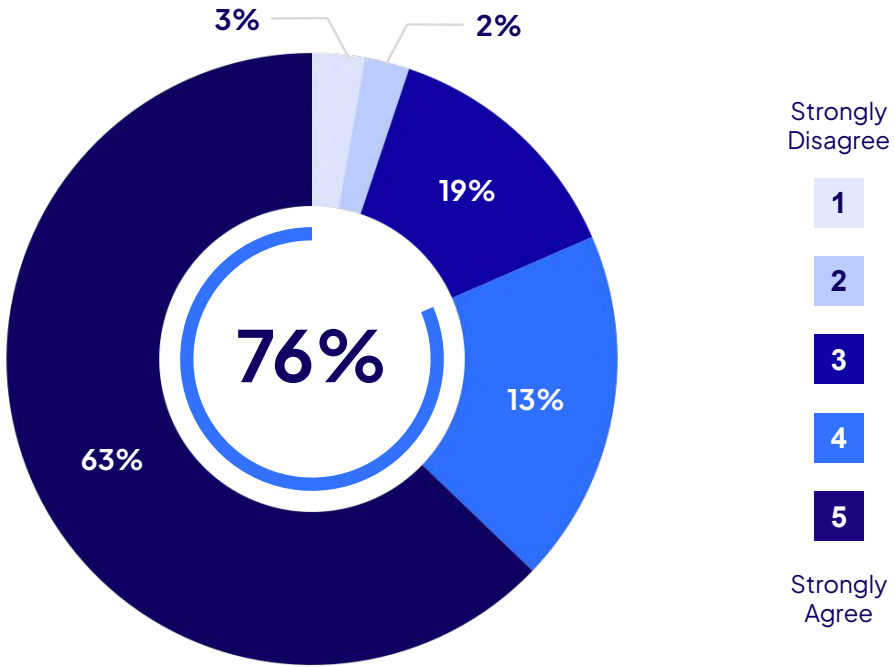
Faculty Concern About Over-Reliance on AI by Students

Question: I am concerned about the following regarding AI integration into teaching.

- *Students becoming too reliant on AI*

76%

of faculty express concern about students becoming overly reliant on AI, with 63% expressing strong concern.



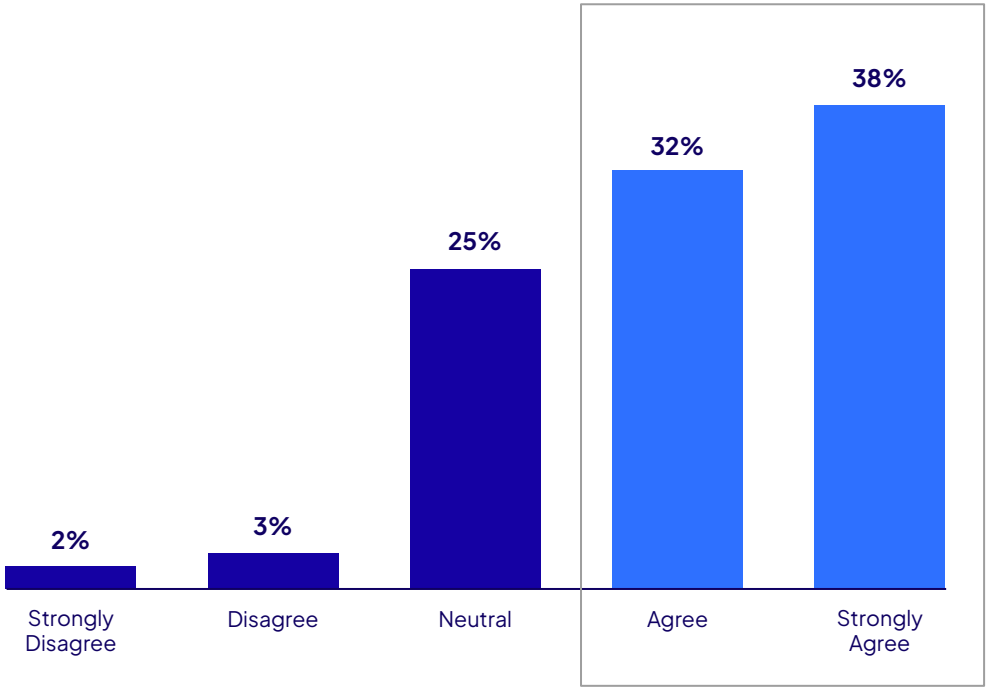
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Concern Over Bias and Accuracy in AI is High

Faculty Sentiment on Bias and Accuracy when Using AI Tools

Question: I am concerned about the following regarding AI integration into teaching.

- *Bias and accuracy of AI-generated content and information*



70%

of faculty express concern about bias and accuracy when integrating AI into teaching. These concerns are compounded by limited evaluative capacity, as 55% of faculty report lacking strong critical judgement when assessing AI-generated content (see page 41).

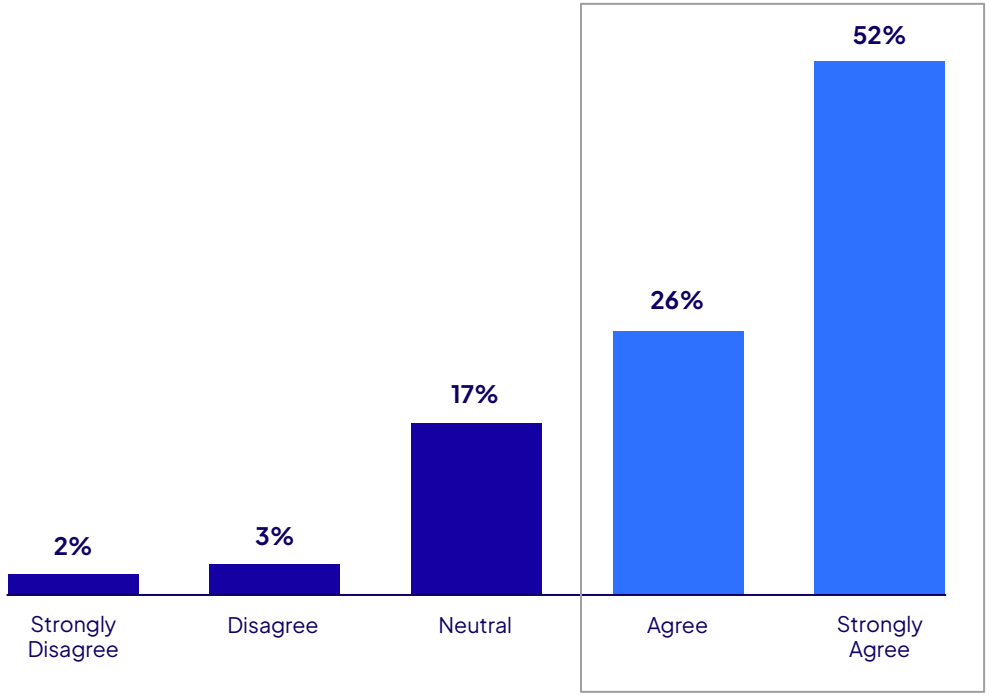
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Worry about Students' AI Evaluation Skills

Faculty Sentiment on Student Ability to Critically Assess AI-Generated Output

Question: I am concerned about the following regarding AI integration into teaching.

- *Ability of students to critically evaluate AI-generated output*



78%

of faculty express strong concern about students' ability to critically evaluate AI output.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

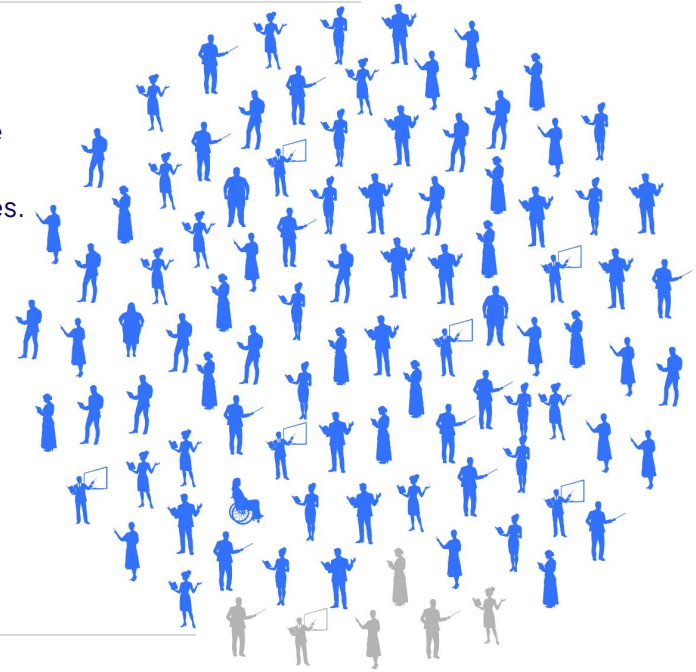
AI Is an Expected Future for Faculty

Expectations of AI Use in Future Teaching

Question: I see myself using AI in my teaching practices in the future.

94%

of faculty foresee using AI in future teaching practices.



Education is the first industry to be wholly disrupted by AI

With 94% of faculty expecting to use AI in future teaching practices, AI is no longer experimental in higher education—it is fundamentally reshaping our day-to-day reality.

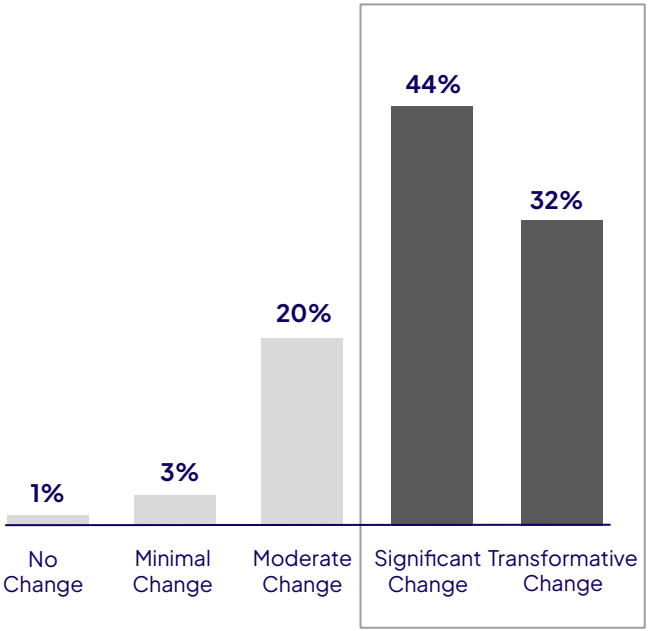
This expectation signals further change ahead: the emergence of new teaching methods, the integration of AI into student assignments, the redesign of assessment and evaluation practices, and the rapid rise of new skill requirements as faculty adapt to evolving academic roles.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Expect Change, but Not Job Losses

Perceptions on AI's Impact on the Role of Instructors

Question: How much change do you think AI will bring to your role as an instructor?



76%

Majority of faculty anticipate significant or transformative changes driven by AI.

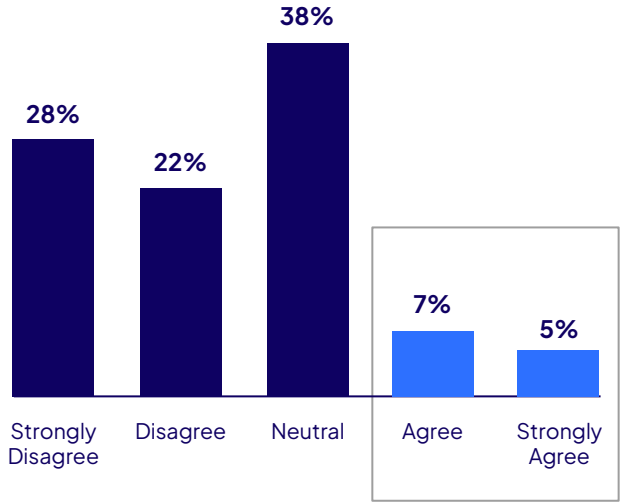
Faculty View on AI Becoming a Threat to Their Job

Question: I am concerned about the following regarding AI integration into teaching:

- *AI becoming a threat to my job*

12%

However, only 12% of faculty believe AI poses a threat to their jobs, suggesting that concern is focused on adaptation to AI rather than displacement.



Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

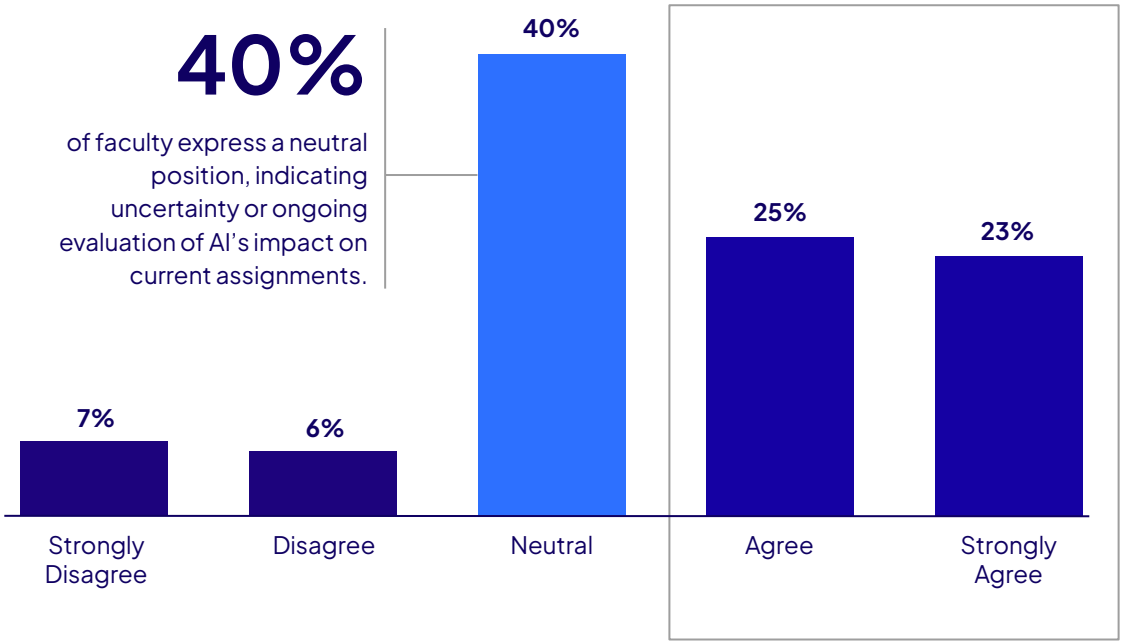
Faculty See Strong Need for AI-Resilient Assignments

Faculty View on the Need for Assignment Redesign

Statement: I will need to redesign my current assignments to make them more AI resistant.

40%

of faculty express a neutral position, indicating uncertainty or ongoing evaluation of AI's impact on current assignments.



48%

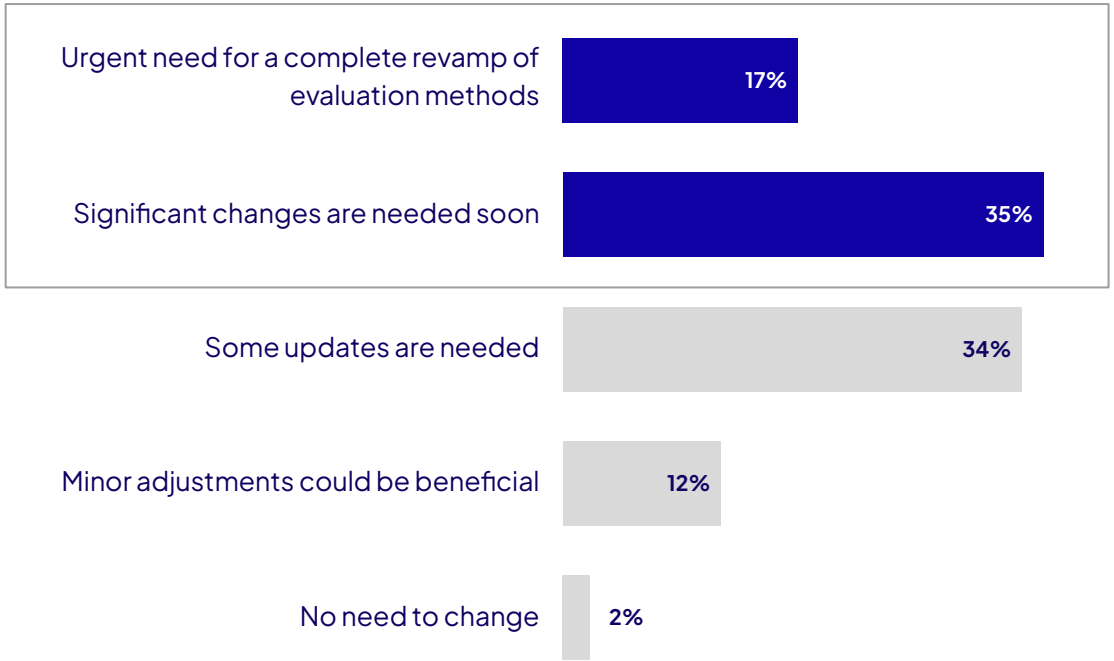
Nearly half of faculty believe assignment redesign is necessary to ensure effectiveness and preserving intended learning outcomes.

Percentages does not sum to 100% due to rounding.
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Rising Pressure to Rethink Student Evaluation Methods

Faculty View on the Need to Update Student Evaluation Methods

Question: How do you think student evaluation methods should be updated in response to the impact of AI?



52%

Over half of faculty see a need for significant changes to current student evaluation methods, with 17% indicating the need for an urgent, complete revamp.

Student Assessment

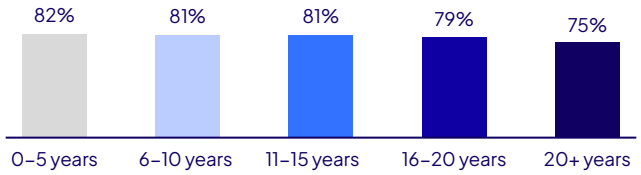
The Digital Education Council's Next Era of Assessment report introduces a Dual-Priority Approach to student assessment, designed to ensure the development of both human-centric skills and AI capabilities. The report also outlines emerging strategies for redesigning assessments to be AI-resilient.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

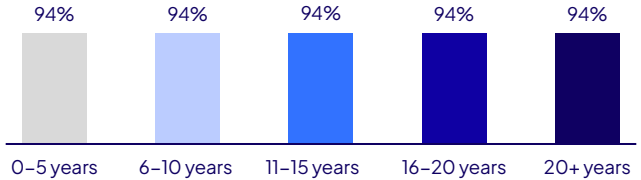
Seniority Does Not Equal Resistance

Faculty AI Usage and Attitudes by Teaching Experience

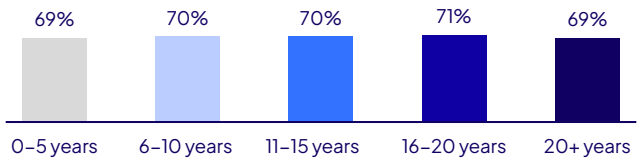
Faculty Used / Are Using AI in Teaching



Faculty Expect to Use AI in Teaching in the Future



Faculty See AI in Education as an Opportunity Rather Than a Challenge



0–5 years (n=1322), 6–10 years (n=1351), 11–15 years (n=1382), 16–20 years (n=955), 20+ years (n=2309),
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Senior Faculty ≠ More Resistant to AI

Faculty AI usage shows no significant variance for years of teaching experience. Faculty with more than 20 years of experience report AI usage rates only 7% lower than those with less experience.

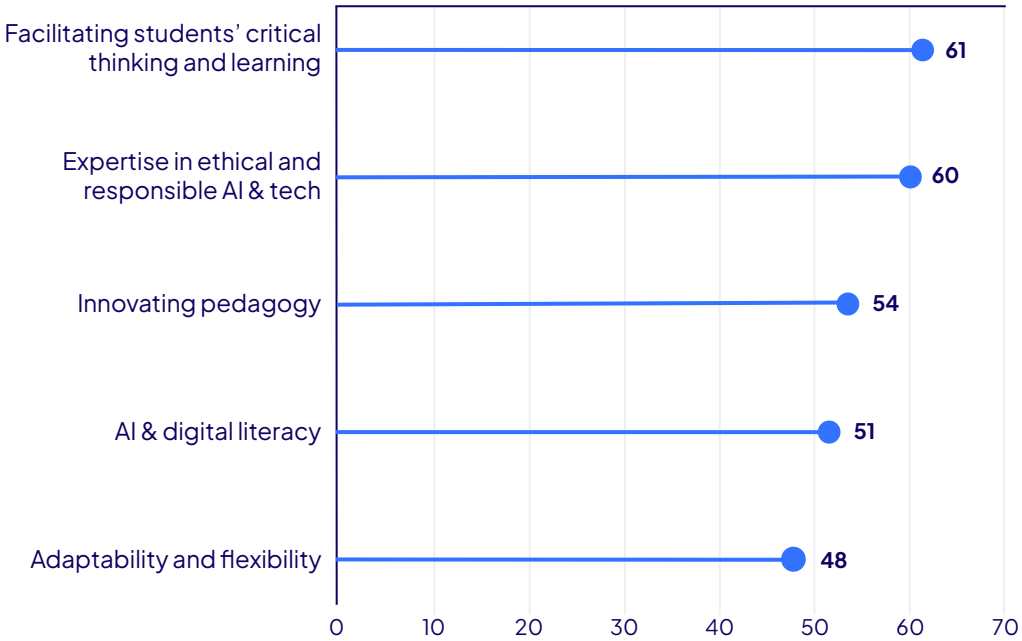
Beyond usage, faculty perspectives and attitudes toward AI in education are **remarkably consistent** across teaching experience levels, with little variation across nearly all survey questions.

These findings challenge the common assumption that senior faculty are more resistant to AI-driven change. Instead, the data point to **structural and support-related factors**—rather than experience or seniority—as the primary barriers to AI adoption.

Top 5 Skills of Educators in the Age of AI

Top 5 Skills of Educators

Question: In your view, what are the top skills that an educator will need in the age of AI and digital? (choose up to 5 out of 9)



Facilitating critical thinking is seen as the most important skill for educators with 61% indicating it as essential. Closely following, expertise in ethical and responsible AI and technology use (60%) emerges as the second most important capability for future educators.

Faculty also emphasise the need for continuous pedagogical innovation and adaptability, highlighting that educators are expected to continually evolve their teaching practices to keep pace with rapid technological and societal change.

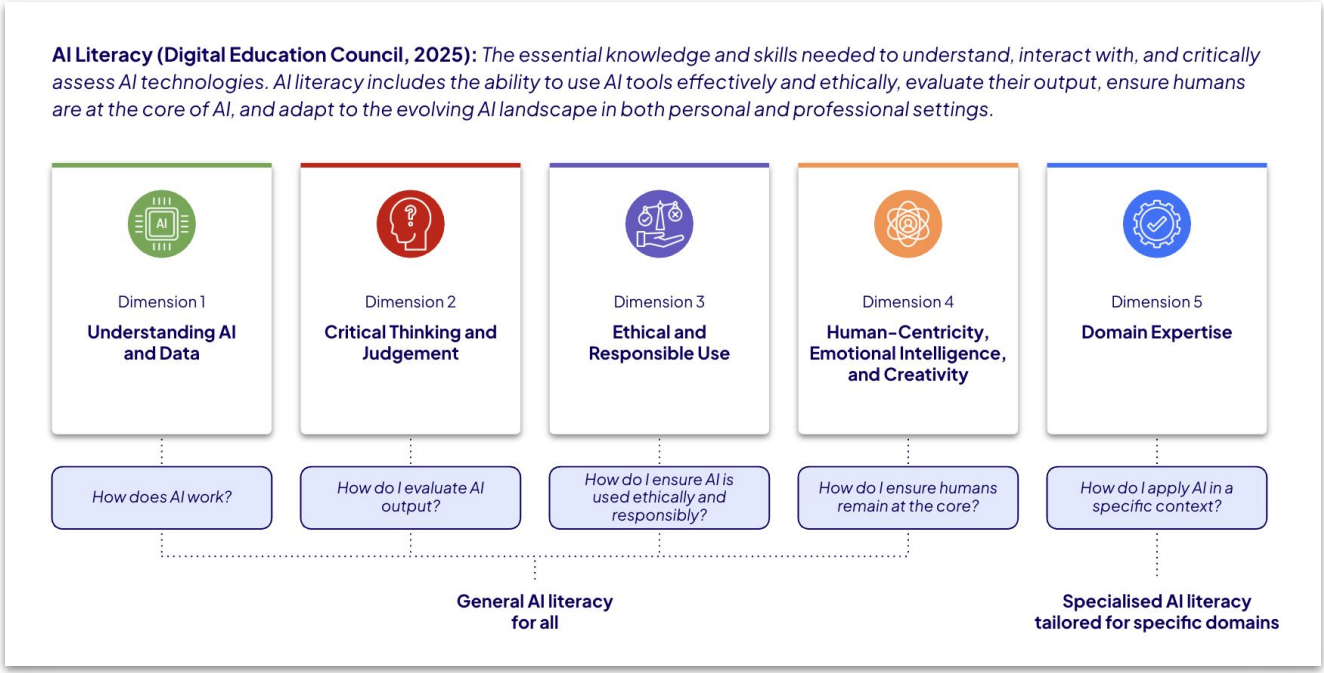
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

3. AI Literacy

Assessing AI Literacy

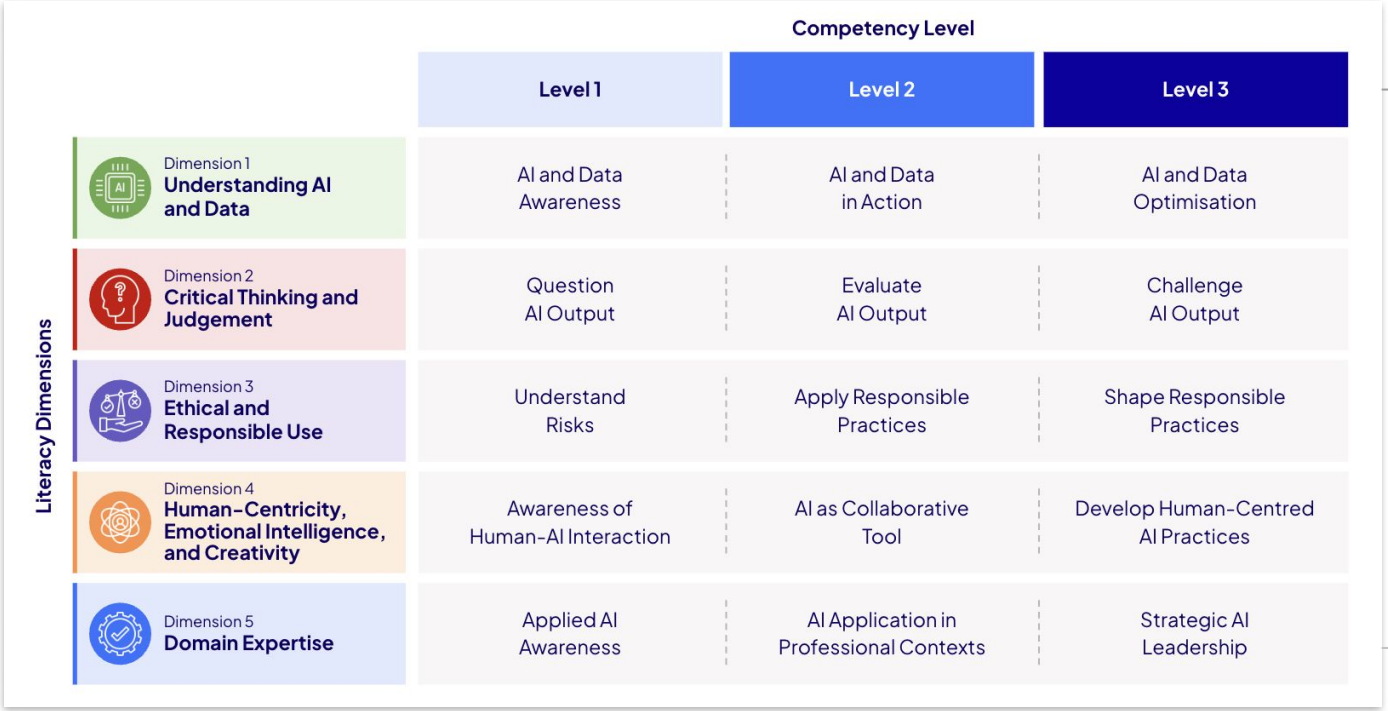
AI Literacy Assessment

This section assesses AI literacy among students and faculty, based on the Digital Education Council AI Literacy Framework. The framework evaluates literacy across five dimensions and defined competency levels, enabling systematic analysis and comparison of AI literacy throughout the report.



Source: Digital Education Council AI Literacy Framework

Methodology: AI Literacy Assessment Using the DEC Framework



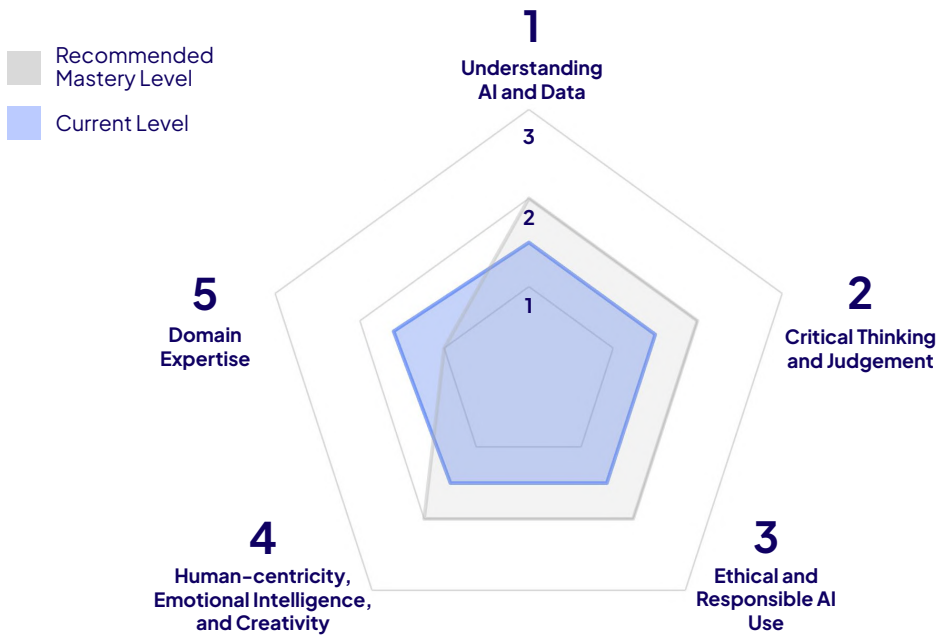
AI Literacy Assessment

Building on the three AI competency levels defined in the DEC AI Literacy Framework, this survey developed an AI Literacy Assessment tool to measure AI literacy among both students and faculty across the five key dimensions.

Student AI Competency Profile

Based on the three competency levels across the five dimensions defined in the DEC AI Literacy Framework, **Student AI Literacy Profiles** are assessed and mapped below, comparing current scores with the recommended mastery levels proposed in the Framework.

AI Competency Profile
Students



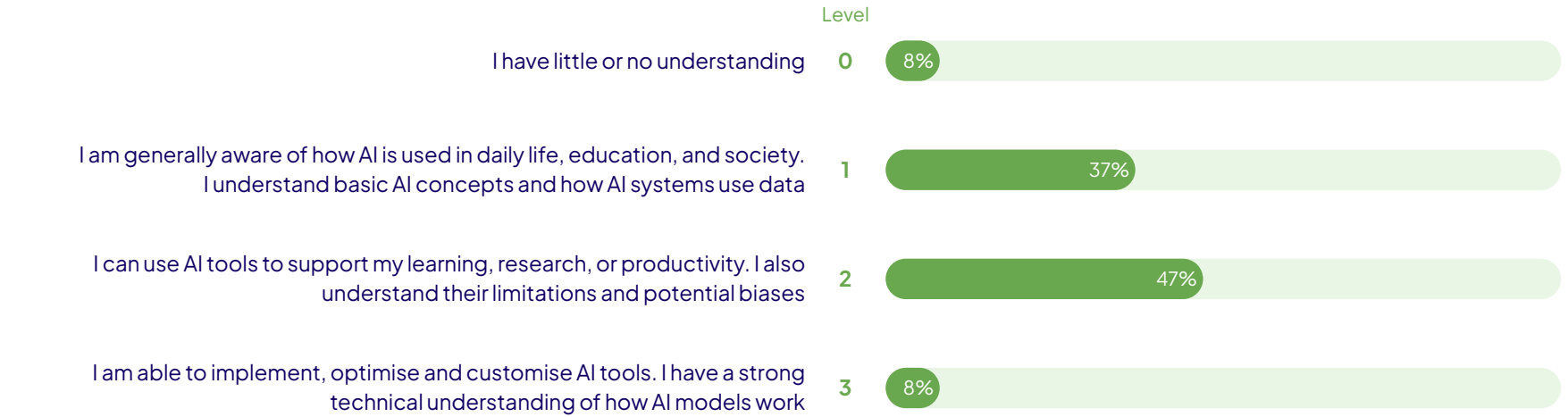
Dimension	Level (avg.)
1 Understanding AI and Data	1.5
2 Critical Thinking and Judgement	1.5
3 Ethical and Responsible AI Use	1.5
4 Human-centricity, Emotional Intelligence, and Creativity	1.5
5 Domain Expertise	1.6

Awareness vs. Ability: 45% Still Learning the Basics

AI Literacy Self Assessment

Question: Which of the following statements best describes your understanding of AI?

Dimension 1
Understanding AI and Data



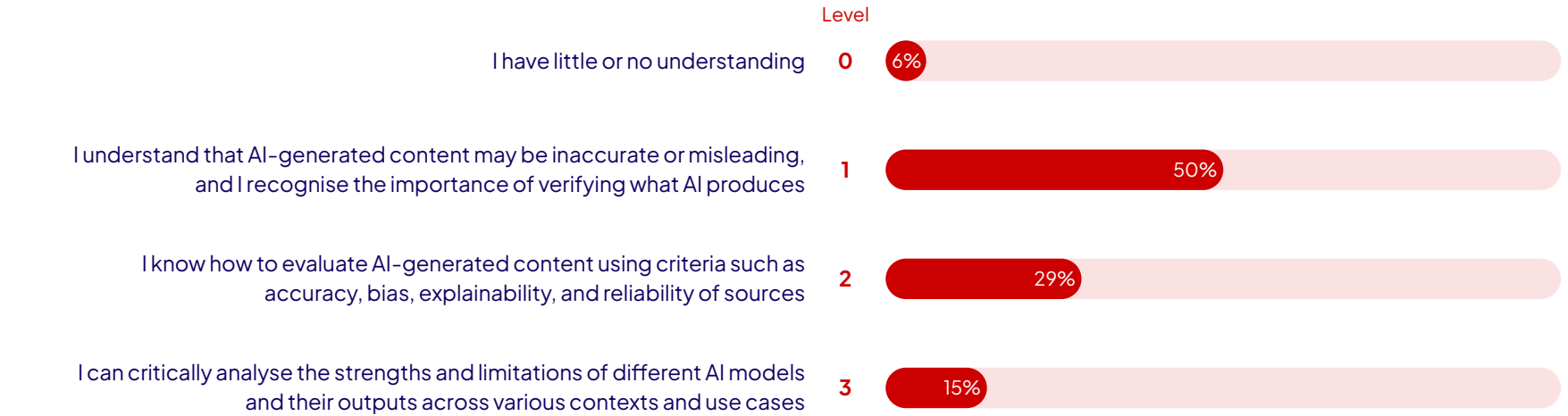
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Critical Gap: Over Half of Students Struggle to Critically Evaluate AI

AI Literacy Self Assessment

Question: Which of the following statements best describes your ability to critically assess AI-generated content and insights?

Dimension 2
Critical Thinking and Judgement



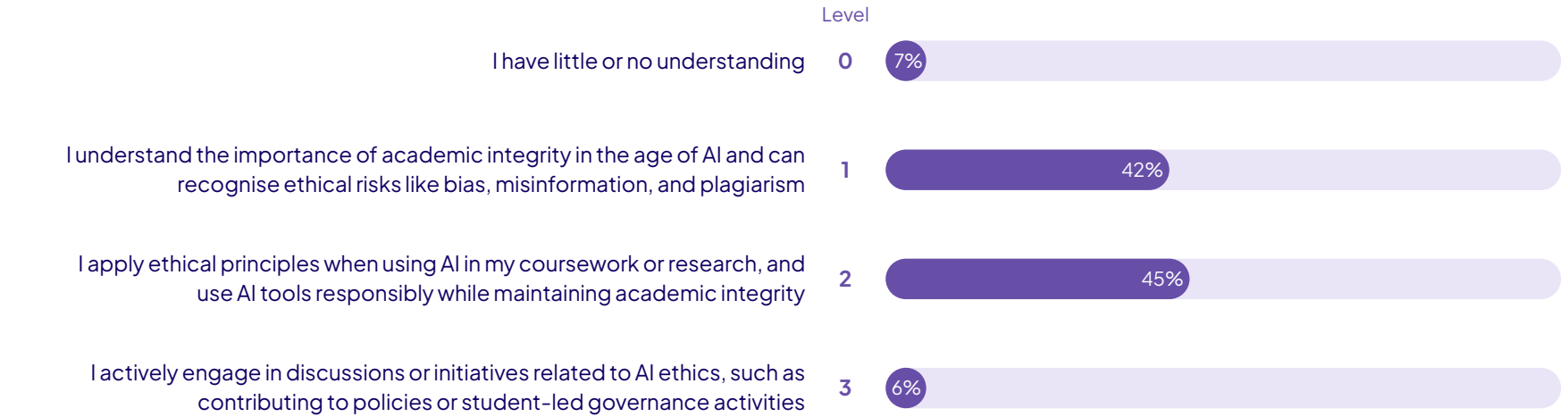
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Recognise Ethical Risks but Practice Remains Limited

AI Literacy Self Assessment

Question: Which of the following statements best describes your understanding and practice of ethical and responsible AI use?

Dimension 3
Ethical and Responsible Use



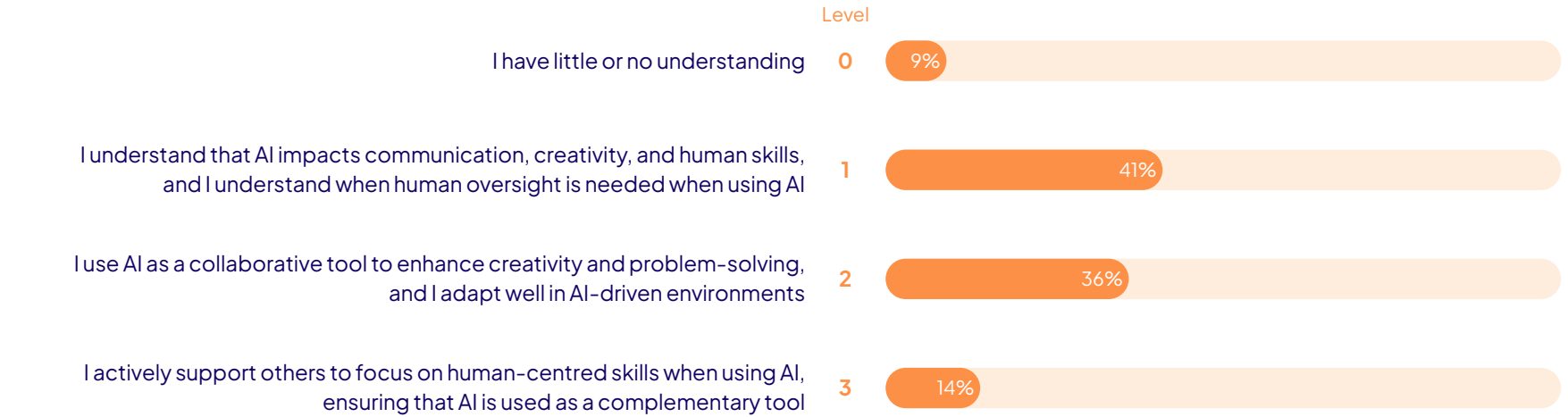
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

50% of Students at Early Stages of Human-Centred AI Use

AI Literacy Self Assessment

Question: Which of the following statements best describes your approach to human-centricity, emotional intelligence, and creativity when using AI?

Dimension 4
Human-Centricity, Emotional Intelligence, and Creativity



Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Career Readiness at Risk: Half of Students Can't Apply AI to Their Field

AI Literacy Self Assessment

Question: Which of the following statements best describes how you understand and use AI in relation to your career planning or future profession?

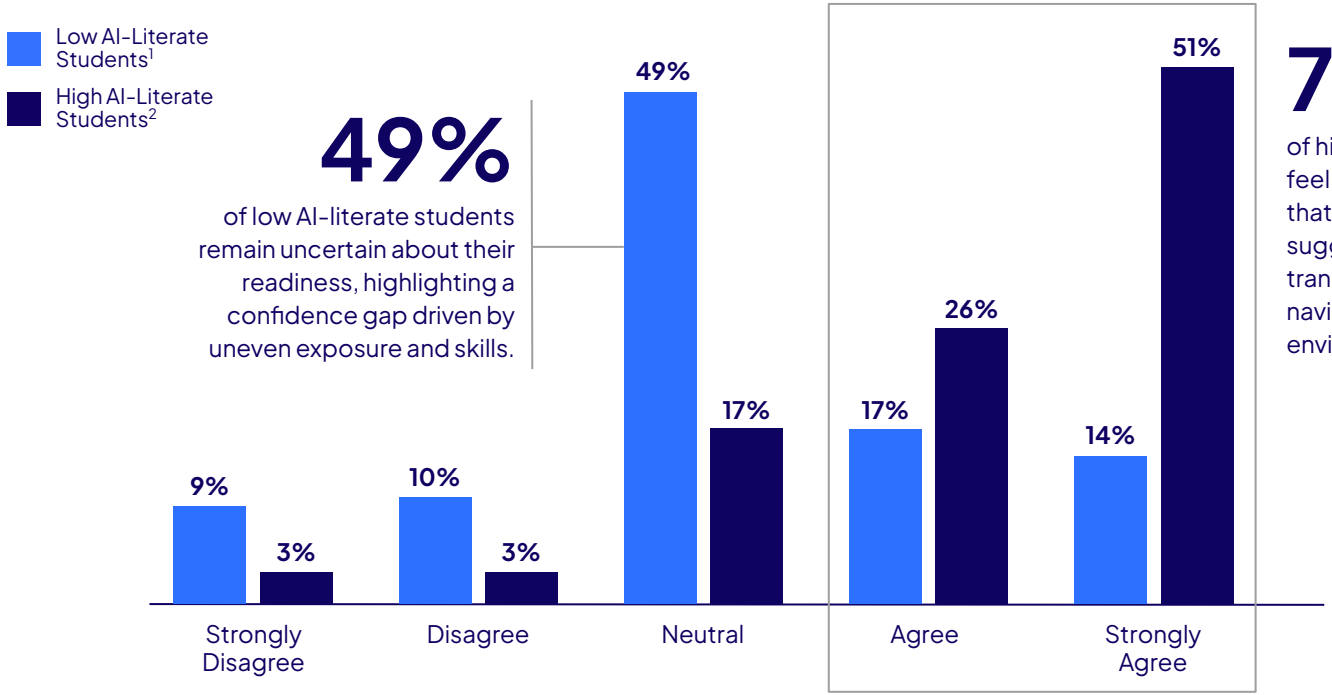
Dimension 5
Domain Expertise

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students' AI Literacy Shapes Confidence in Workforce Readiness

Perceived Preparedness for an AI-Intensive Workforce: Low vs. High AI-Literate Students

Statement: I feel prepared for a future workforce that heavily utilises AI.



49%

of low AI-literate students remain uncertain about their readiness, highlighting a confidence gap driven by uneven exposure and skills.

77%

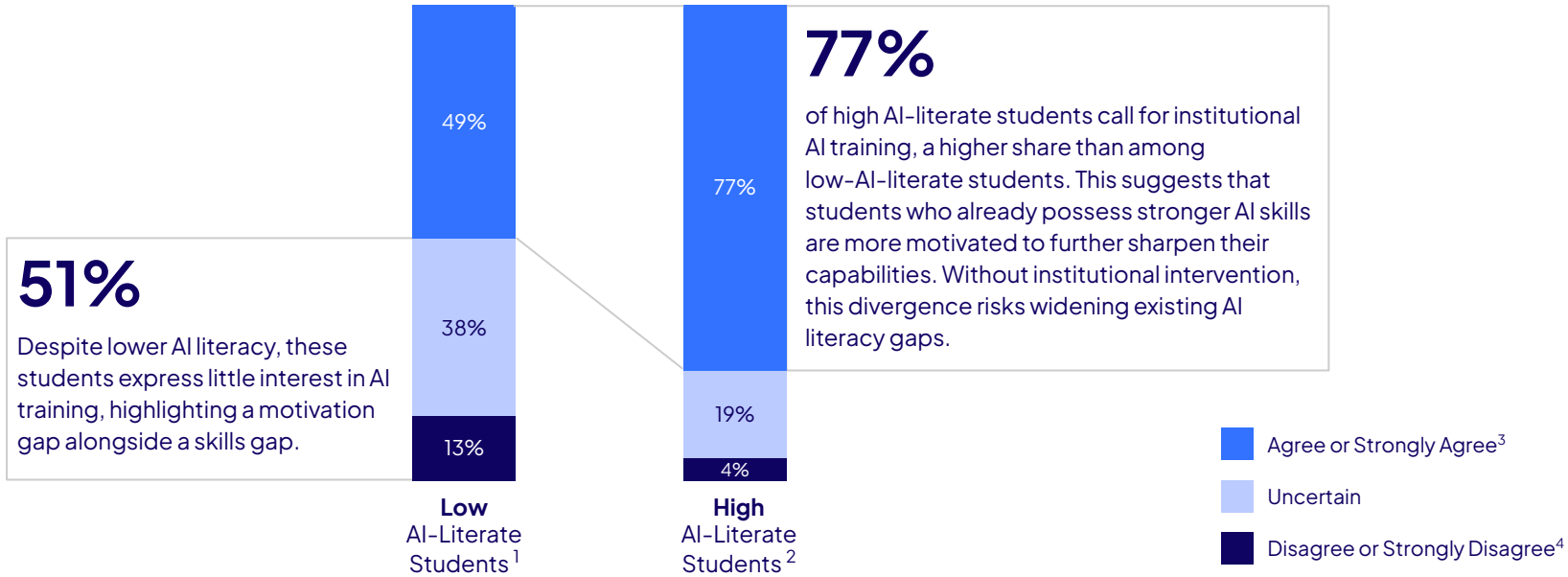
of highly AI-literate students feel prepared for a workforce that heavily uses AI, suggesting that familiarity translates into confidence navigating AI-enabled work environments.

[1]Low AI-literate students: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI?" (n=1928)
[2]High AI-literate students: Respondents who selected " I am able to implement, optimise and customise AI tools. I have a strong technical understanding of how AI models work". in response to the same question. (n=1806)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Future Readiness Requires AI Training

Student Views on Institution Provision of AI Training For Students: Low vs. High AI-Literate Students

Statement: Institutions should provide training for students on the effective use of AI tools.



51%

Despite lower AI literacy, these students express little interest in AI training, highlighting a motivation gap alongside a skills gap.

77%

of high AI-literate students call for institutional AI training, a higher share than among low-AI-literate students. This suggests that students who already possess stronger AI skills are more motivated to further sharpen their capabilities. Without institutional intervention, this divergence risks widening existing AI literacy gaps.

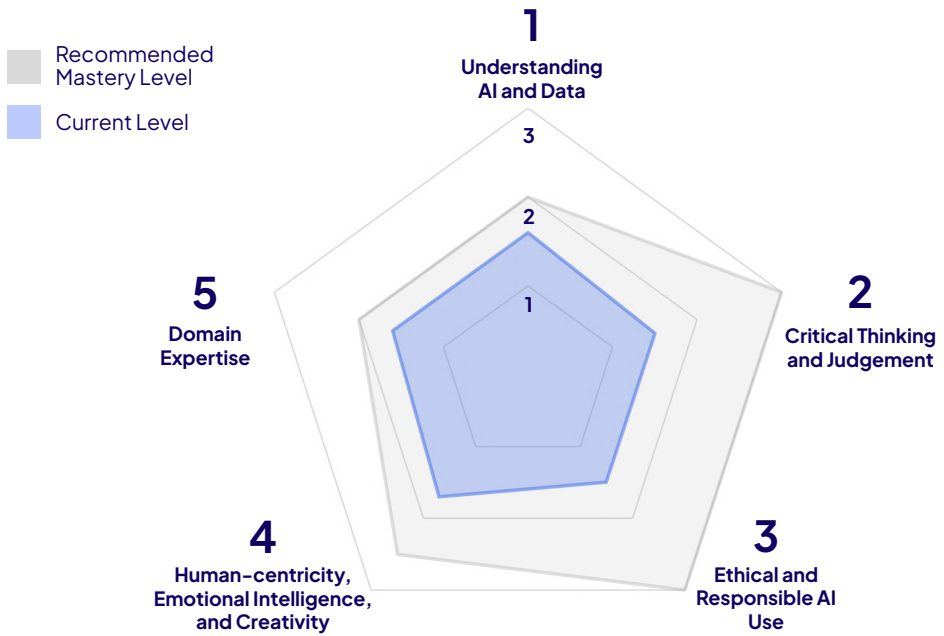
[1] Low AI-literate students: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI?" (n=1928)
[2] High AI-literate students: Respondents who selected " I am able to implement, optimise and customise AI tools. I have a strong technical understanding of how AI models work". in response to the same question. (n=1806)
[3] Respondents who selected "Agree" or "Strongly Agree" in response to the question, "Institutions should provide training for students on the effective use of AI tools."
[4] Respondents who selected "Disagree" or "Strongly Disagree" in response to the question, "Institutions should provide training for students on the effective use of AI tools."
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty AI Competency Profile

Based on the three competency levels across the five dimensions defined in the DEC AI Literacy Framework, **Faculty AI Literacy Profiles** are assessed and mapped below, comparing current scores with the recommended mastery levels proposed in the Framework.

AI Competency Profile

Faculty



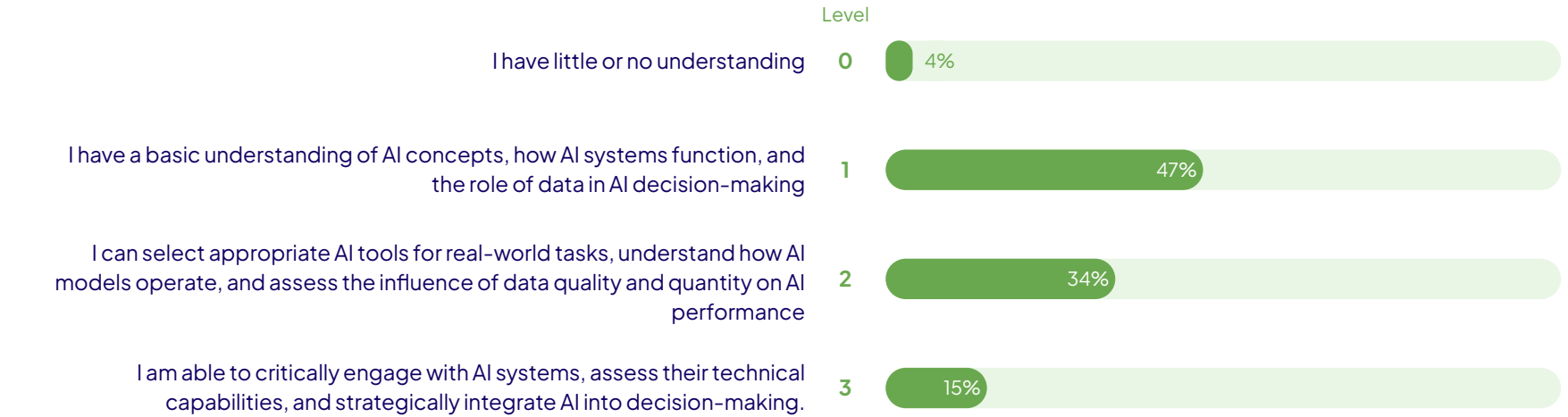
Dimension		Level (avg.)
1	Understanding AI and Data	1.6
2	Critical Thinking and Judgement	1.5
3	Ethical and Responsible AI Use	1.5
4	Human-centricity, Emotional Intelligence, and Creativity	1.7
5	Domain Expertise	1.6

Faculty AI Understanding Remains Uneven

AI Literacy Self Assessment

Question: Which of the following statements best describes your understanding of AI?

Dimension 1
Understanding AI and Data



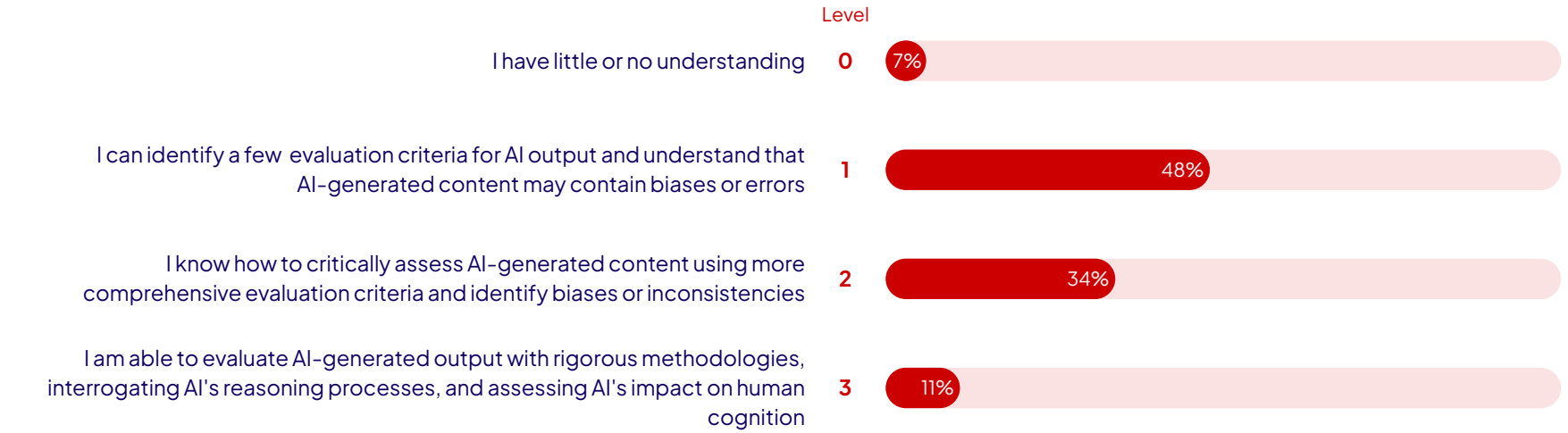
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

More Than Half of Faculty Lack Strong Critical Judgement of AI Content

AI Literacy Self Assessment

Question: Which of the following statements best describes your ability to critically assess AI-generated content and insights?

Dimension 2
Critical Thinking and Judgement



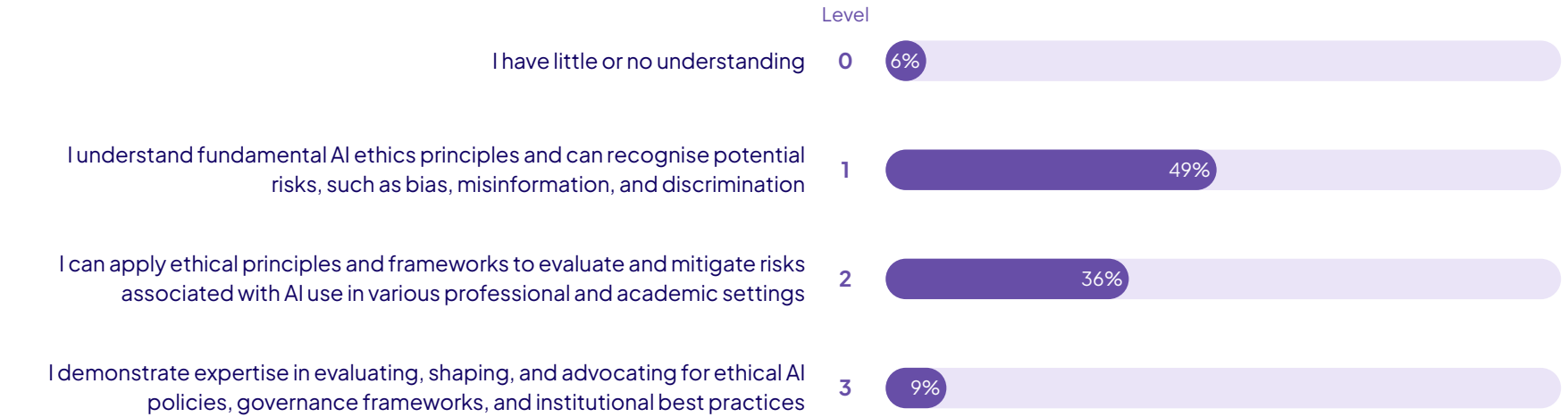
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

55% of Faculty Still Need to Improve Responsible AI Use

AI Literacy Self Assessment

Question: Which of the following statements best describes your understanding and practice of ethical and responsible AI use?

Dimension 3
Ethical and Responsible Use



Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

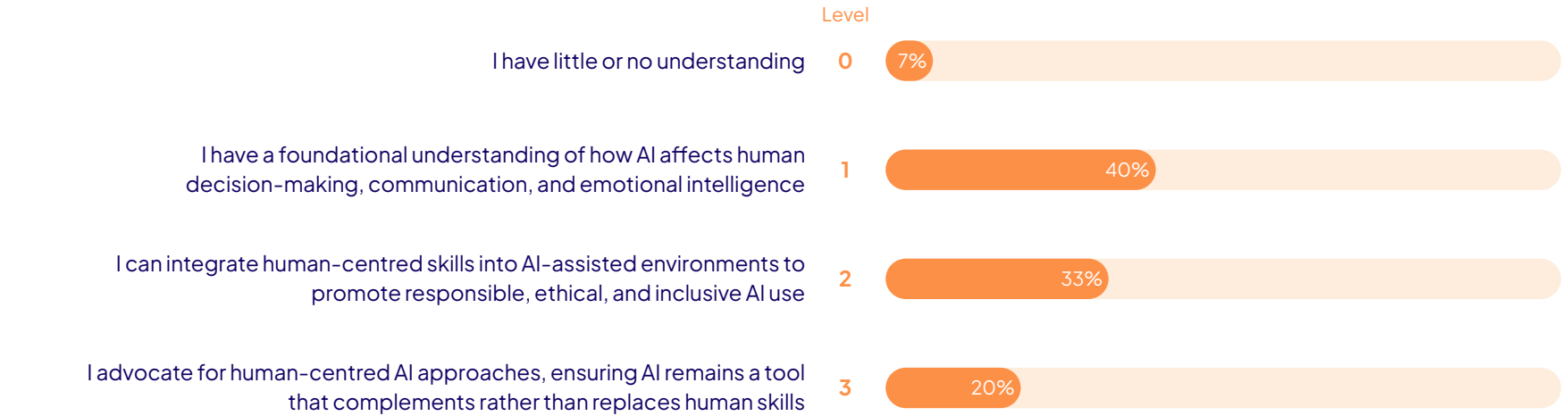
Human-Centred AI Skills Gap Persists Among 47% of Faculty

AI Literacy Self Assessment

Question: Which of the following statements best describes your approach to human-centricity, emotional intelligence, and creativity when using AI?

Dimension 4

Human-Centricity, Emotional Intelligence, and Creativity



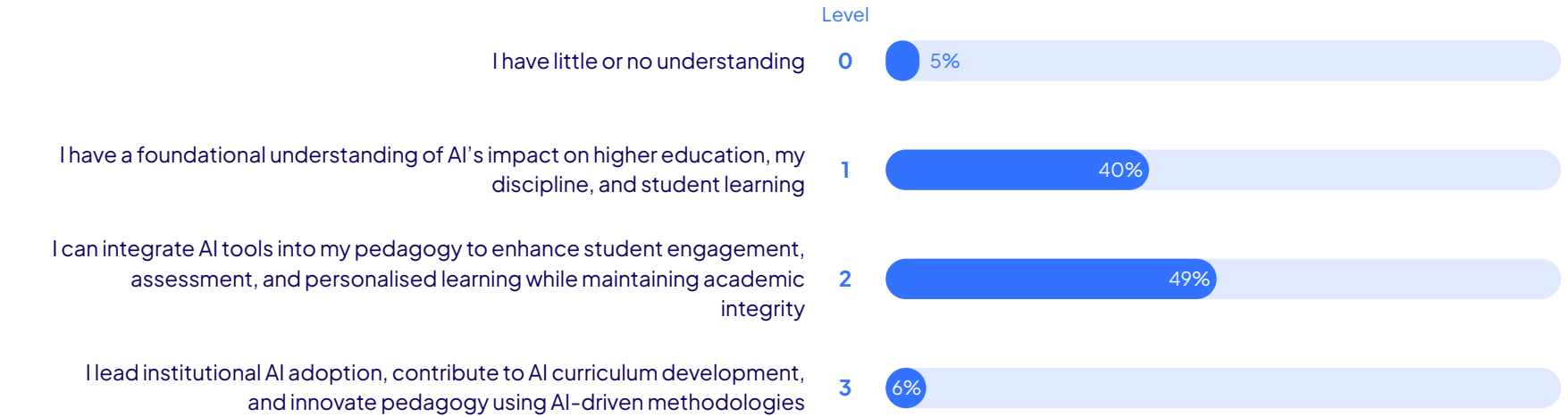
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

55% Demonstrate Applied AI Expertise in Teaching and Education

AI Literacy Self Assessment

Question: Which statement best describes your current level of understanding and use of AI in higher education?

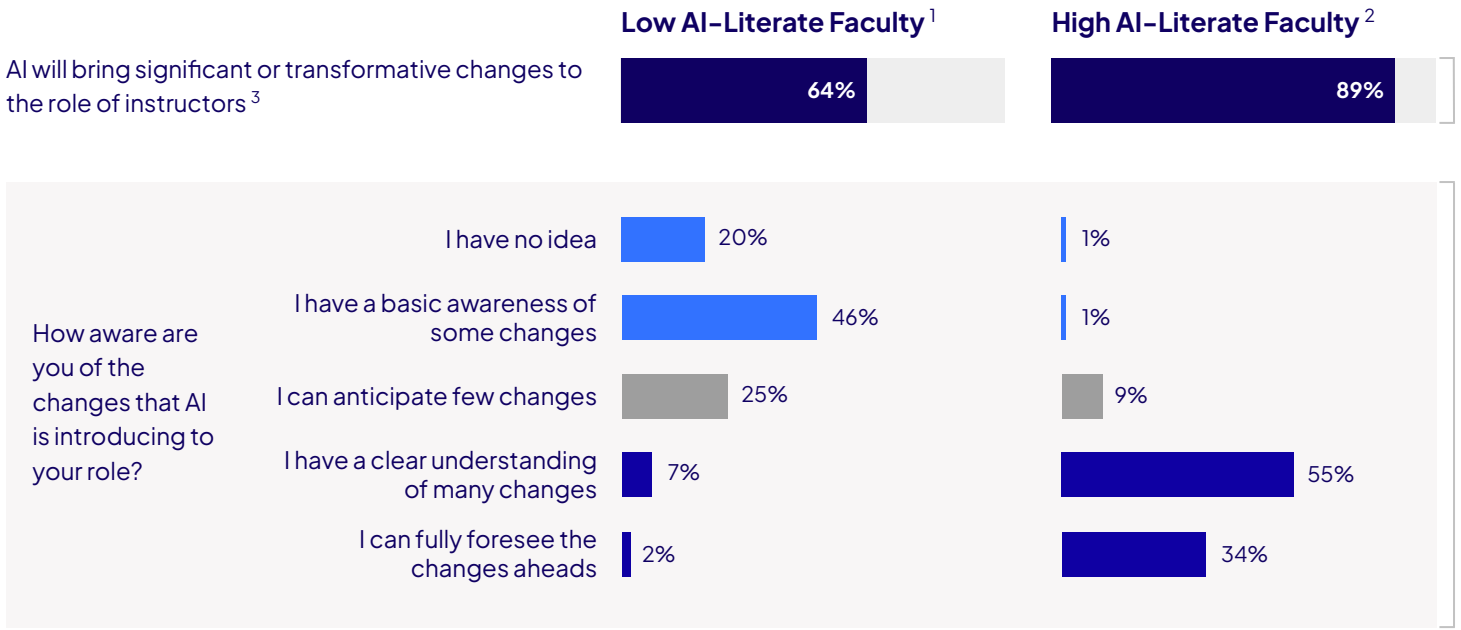
Dimension 5
Domain Expertise



Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Sense Transformation, but AI Literacy Shapes Foresight

Different Views on Changes Brought About by AI: Low vs. High AI-Literate Faculty



Shared Expectation

Faculty believe AI will bring substantial change.

Varied Awareness

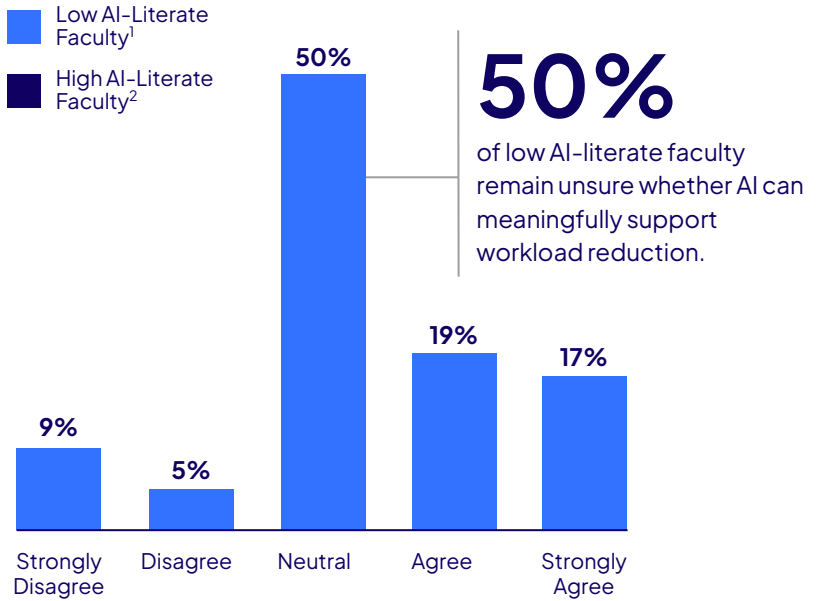
Despite common expectations of change, 92% of low-literate faculty have no clear view of what these changes look like, compared to 89% of high-literate faculty who say they do. AI literacy shapes how confidently faculty can anticipate, interpret, and prepare for AI-driven change.

[1] Low AI-literate faculty: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI in higher education?"(n=355)
[2] High AI-literate faculty: Respondents who selected "I lead institutional AI adoption, contribute to AI curriculum development, and innovate pedagogy using AI-driven methodologies" in response to the same question. (n=424)
[3] This refers to faculty who responded with 'Significant change' or 'Transformative change' in the question 'How much change do you think AI will bring to your role as an instructor?' Please refer to page 23.
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

AI Literacy is the Productivity Multiplier for Faculty

Perceived Usefulness of AI in Reducing Administrative Workload: Low vs. High AI-Literate Faculty

Statement: I believe using AI can reduce my current administrative workload.

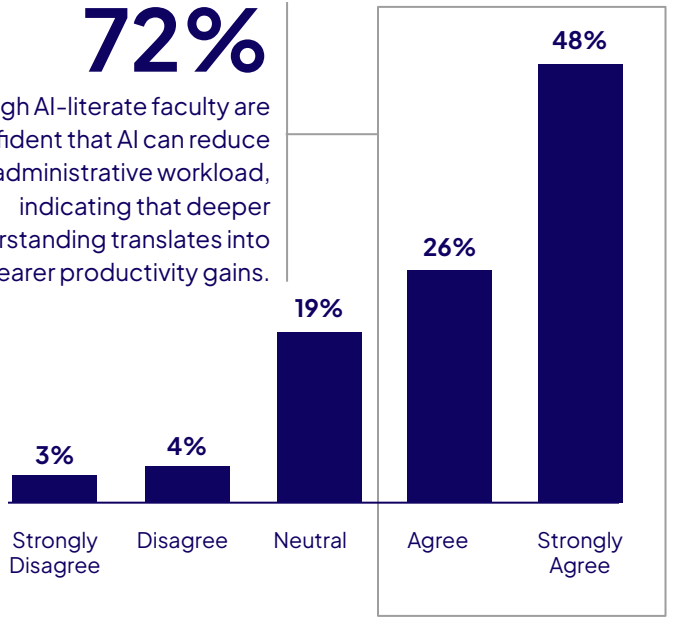


50%

of low AI-literate faculty remain unsure whether AI can meaningfully support workload reduction.

72%

of high AI-literate faculty are confident that AI can reduce their administrative workload, indicating that deeper understanding translates into clearer productivity gains.

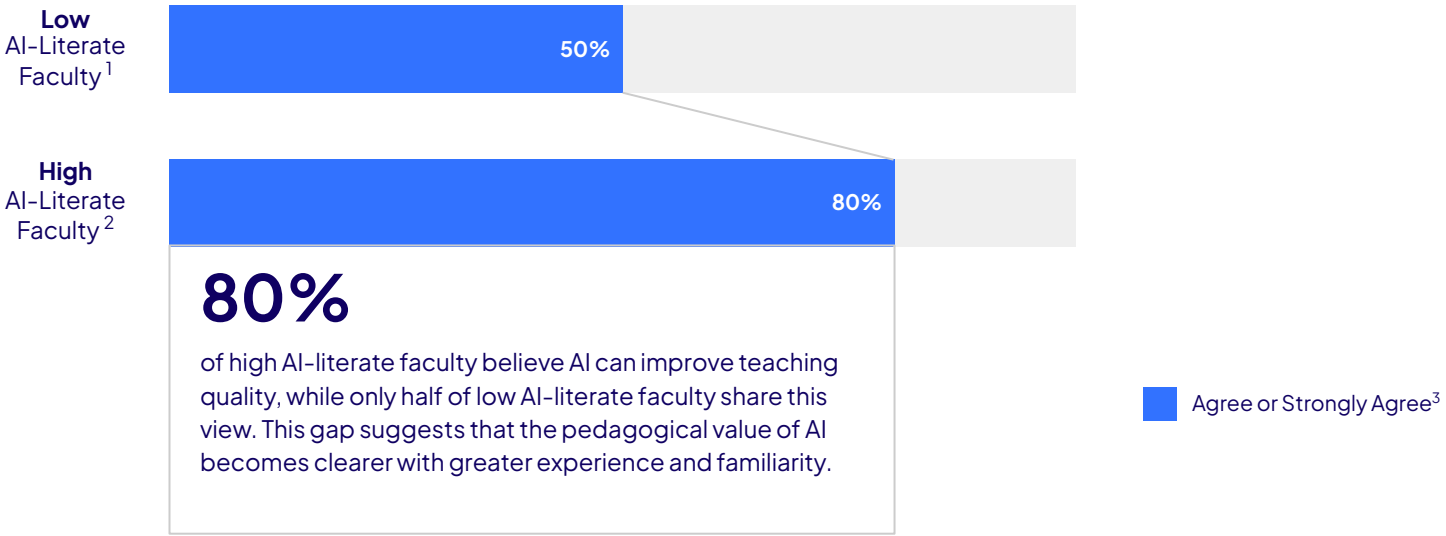


[1]Low AI-literate faculty: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI in higher education?"(n=355)
[2]High AI-literate faculty: Respondents who selected "I lead institutional AI adoption, contribute to AI curriculum development, and innovate pedagogy using AI-driven methodologies" in response to the same question. (n=424)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Increased Literacy Leads to AI-Positive Faculty

Perceived Usefulness of AI in Improving Teaching Quality: Low vs. High-AI-Literate Faculty

Statement: I believe that using AI can improve my current teaching quality.



80%

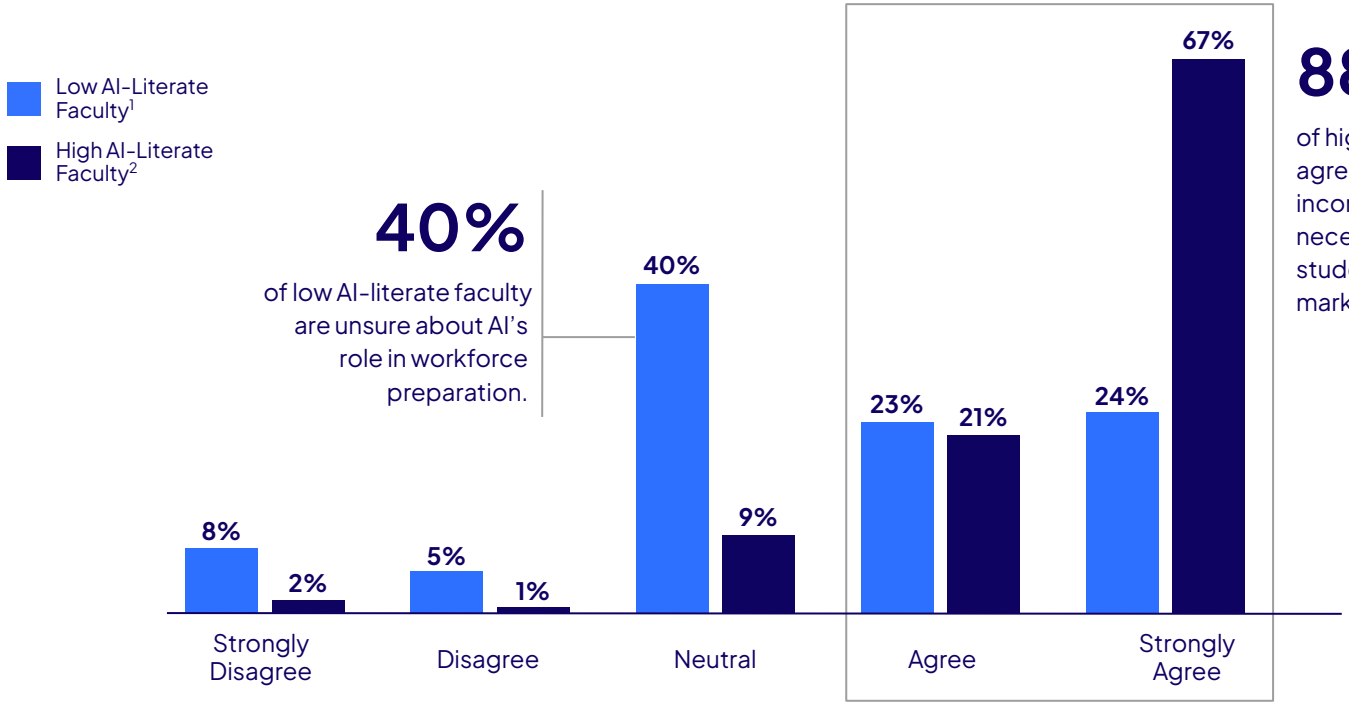
of high AI-literate faculty believe AI can improve teaching quality, while only half of low AI-literate faculty share this view. This gap suggests that the pedagogical value of AI becomes clearer with greater experience and familiarity.

[1]Low AI-literate faculty: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI in higher education?"(n=355)
[2]High AI-literate faculty: Respondents who selected "I lead institutional AI adoption, contribute to AI curriculum development, and innovate pedagogy using AI-driven methodologies" in response to the same question. (n=424)
[3]Respondents who selected "Agree" or "Strongly Agree" in response to the question, "I believe that using AI can improve my current teaching quality."
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Perceptions of AI Integration for Workforce Readiness

Perceived Necessity of AI in Teaching for Workforce Preparation: Low vs. High-AI-Literate Faculty

Statement: I think incorporating AI in my class is necessary in preparing my students for future job markets.



40%

of low AI-literate faculty are unsure about AI's role in workforce preparation.

88%

of high AI-literate faculty agree or strongly agree that incorporating AI in class is necessary to prepare students for future job markets.

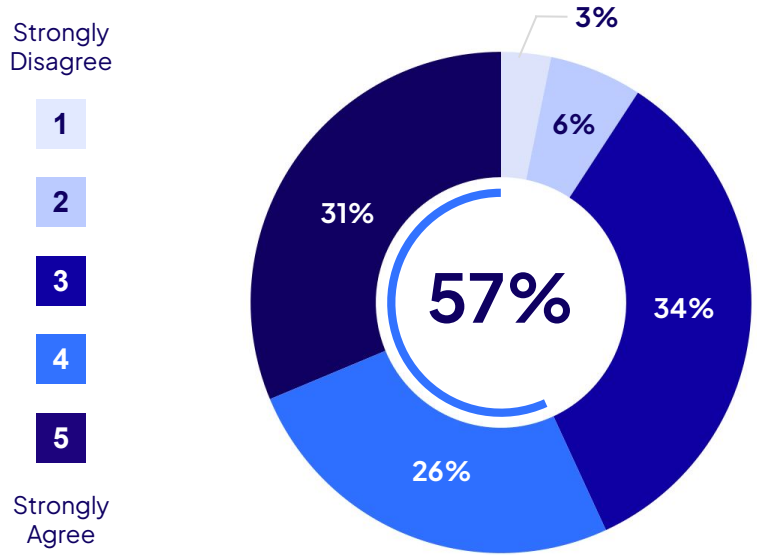
[1]Low AI-literate faculty: Respondents who selected "I have little or no understanding" in response to the question, "Which statement best describes your current level of understanding and use of AI in higher education?"
[2]High AI-literate faculty: Respondents who selected "I lead institutional AI adoption, contribute to AI curriculum development, and innovate pedagogy using AI-driven methodologies" in response to the same question . (n=424)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

4. Institutional AI Support and Resources

Students Call for AI Literacy Support

Student Expectations for AI Course Offerings

Statement: I expect my institution to offer more courses on AI literacy.



57% of students expect their institution to offer more courses on AI literacy

While 92% of students already use AI (see page 8), student demand for AI literacy courses points to a need for structured learning that builds deeper competencies beyond everyday use.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Top Enablers for Developing Student AI Skills

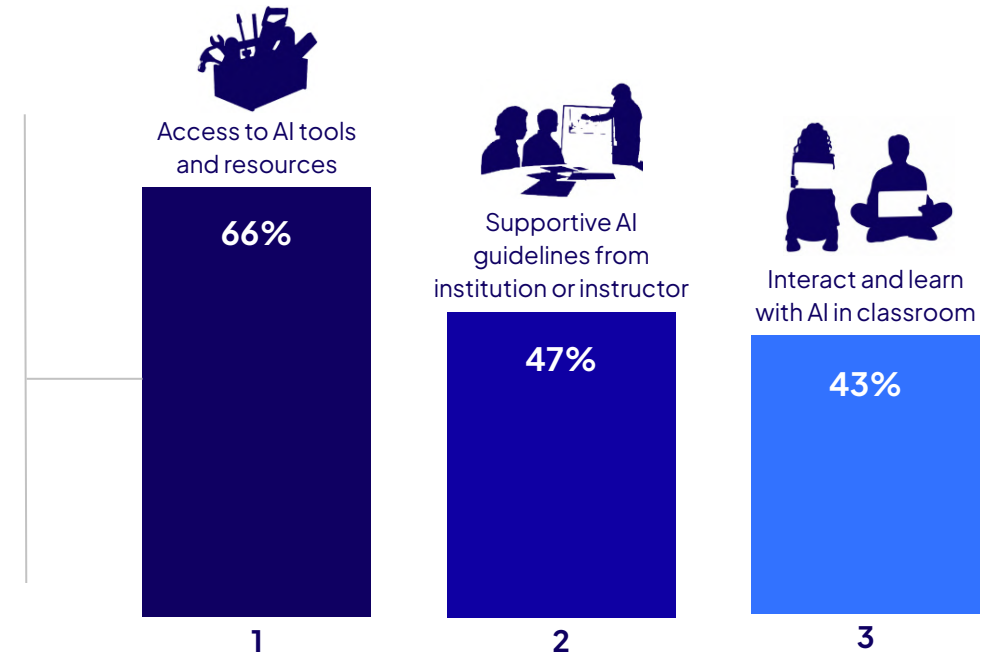
Top 3 Enablers for Developing Student AI Skills

Question: I believe that the following will enable me to develop my AI skills (choose up to 3 from 5 options).

1 Access to AI tools and resources
Over two-thirds (66%) of students identify access to AI tools and resources as the most important enabler, highlighting the importance of consistent and reliable access for skill-building.

2 Supportive AI guidelines
Access to tools and resources alone is insufficient without clear and supportive guidance on appropriate AI use.

3 Interact and learn with AI in classroom
Students also value structured opportunities to interact and learn with AI in the classroom.

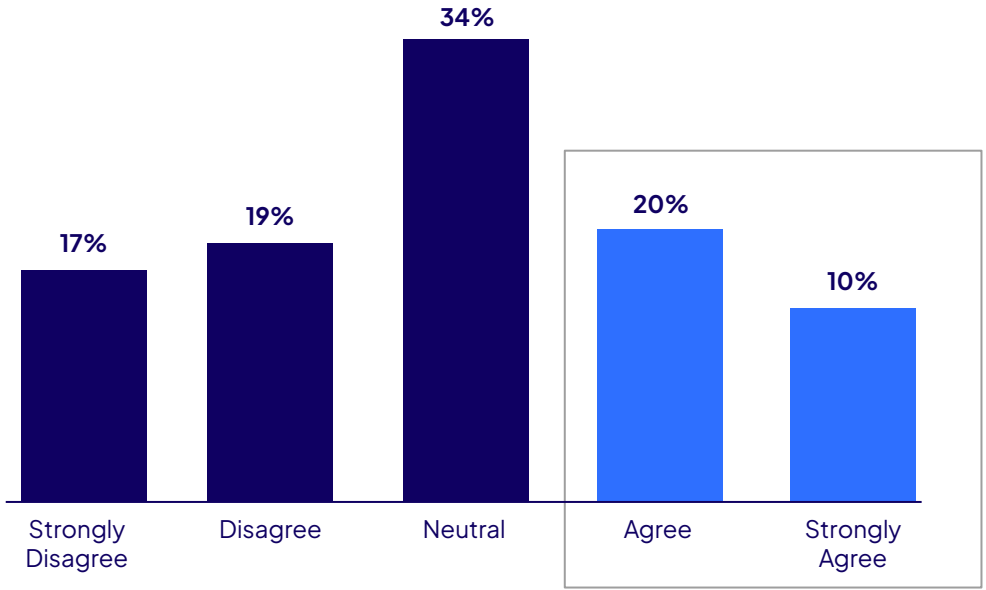


*Responses only include respondents who indicated answered 'Yes' to 'I see myself using AI in my job in the future.' (n=16859)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty Do Not Feel Sufficiently Supported to Build AI Literacy

Faculty Sentiment on Resources Provided by Institutions to Develop Faculty AI Literacy

Statement: My institution has provided sufficient resources to develop faculty AI literacy.



30%

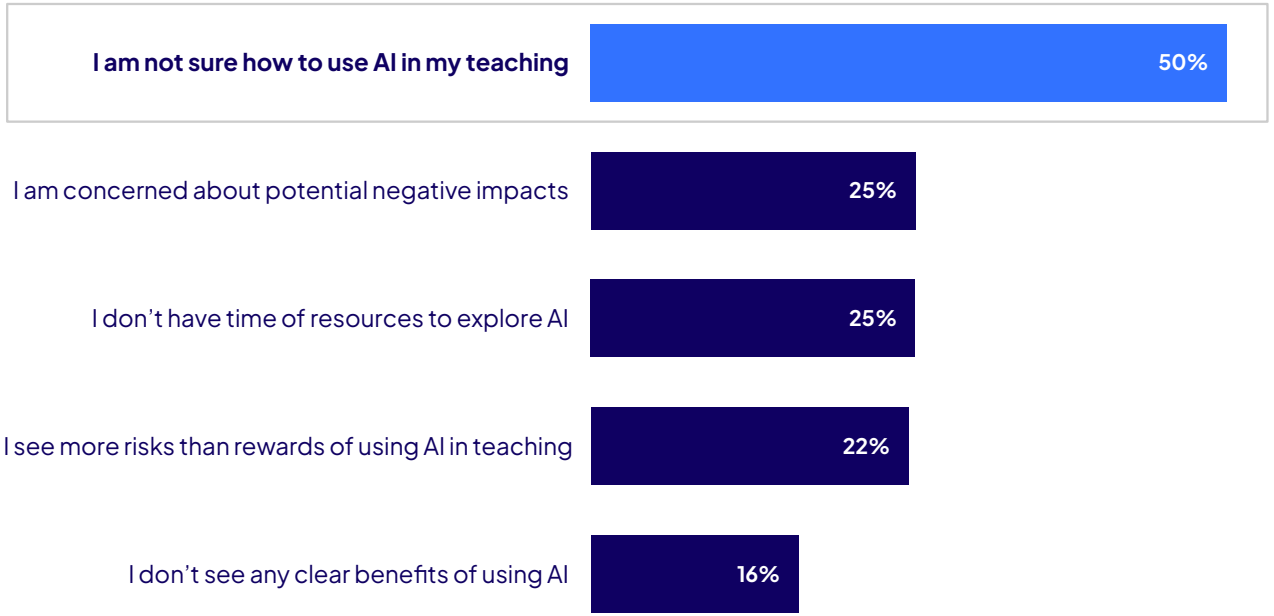
Only 30% of faculty agree that their institutions have provided sufficient resources to train faculty's AI literacy.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Lack of AI Knowledge is the Primary Barrier to Faculty AI Adoption

Barriers to AI Adoption for Faculty

Question: What are the reasons you don't use AI in your teaching? (choose all that apply)



Among faculty who have not yet used AI, 53% still view it as an opportunity in education. The primary barrier to adoption is lack of knowledge on how to get started, with scepticism about AI's impact cited as a secondary concern.

Advancing faculty AI adoption therefore requires strengthening faculty foundational AI literacy and providing validated, pedagogically sound use cases.

*Responses only include respondents who indicated answered 'No' to 'Have you used / are you using AI in your teaching?' (n=1537)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Top Enablers for Faculty AI Integration

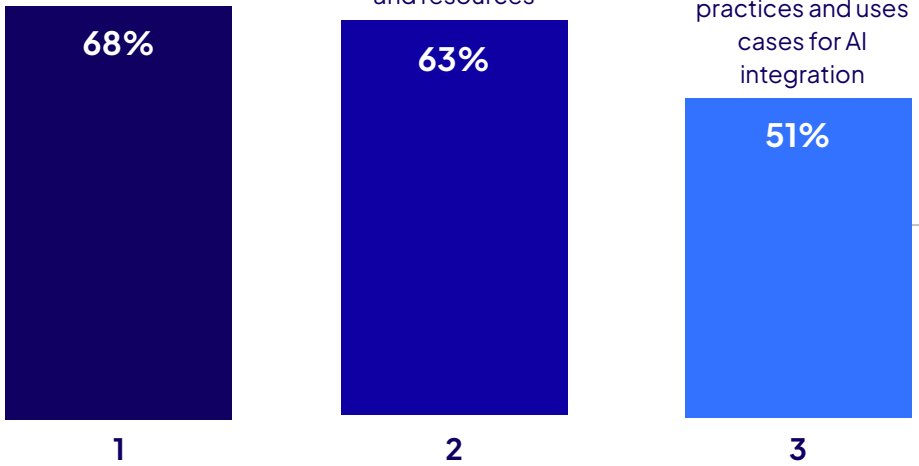
Top 3 Enablers for AI Integration into Teaching

Question: I believe that the following will enable me to integrate AI into teaching (choose up to 3 out from 5 options).

Training faculty on AI literacy and skills

Access to AI tools and resources

A collection of best practices and uses cases for AI integration



1 Training faculty on AI literacy and skills

Faculty strongly prioritise AI literacy training as the most critical enabler of AI integration, reinforcing earlier findings that lack of AI knowledge remains the primary barrier to faculty AI adoption.

2 Access to AI tools and resources

Access to institutionally supported AI tools remains an important enabler for faculty. However, cost remains a significant challenge that most institutions will need to address.

3 A collection of best practices and use cases

Faculty value practical examples and validated use cases. Digital Education Council's Next Era of Assessment and AI for Student Engagement provide emerging methodologies for designing AI-integrated assessment and learning experiences.

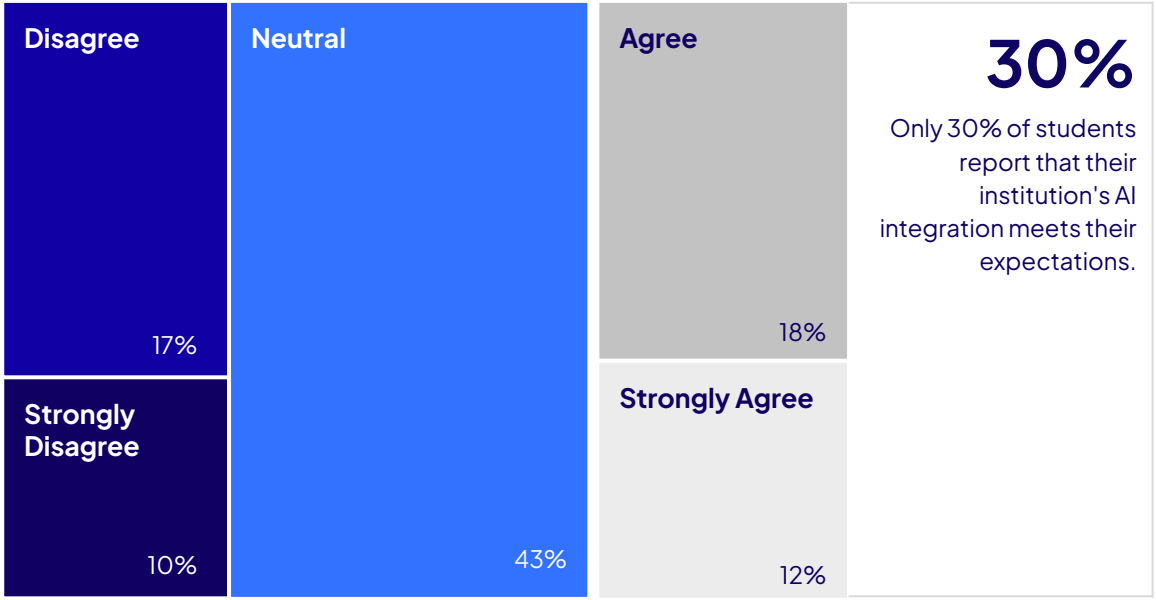
*Responses only include respondents who indicated answered 'Yes' to 'I see myself using AI in my teaching practices in the future' (n=6887)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

5. AI Integration and Use Cases

Institutions are Falling Behind Student Expectations on AI

Student Perceptions on Institutions' Integration of AI

Statement: My institution effectively integrates AI tools in a way that meets my expectations.

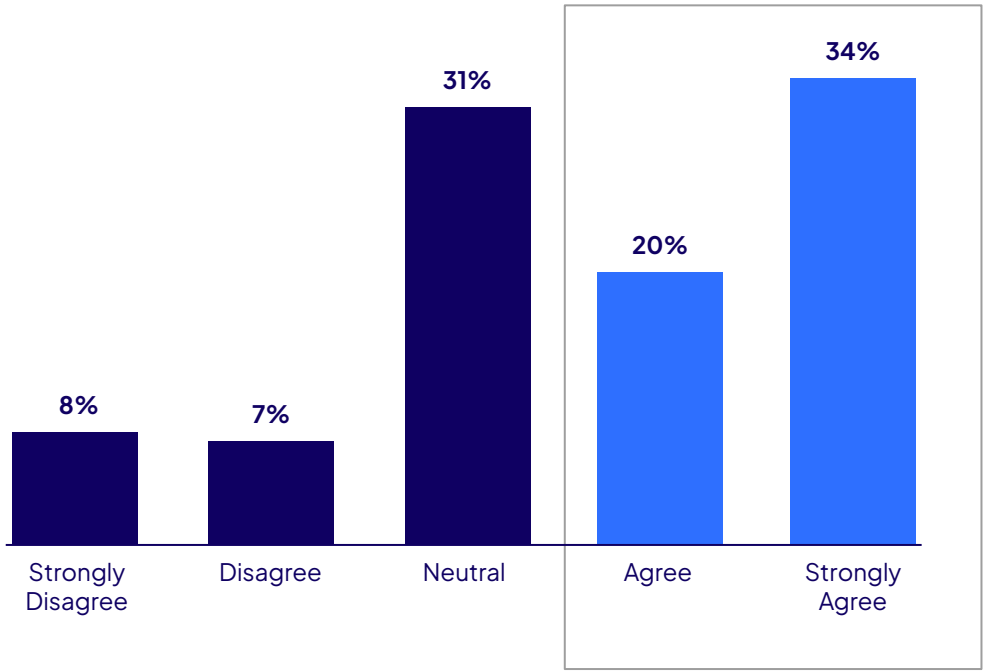


Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Banning AI Would Disappoint More than Half of Students

Student Sentiment on Banning AI

Statement: I would be disappointed if AI is prohibited in my institution.



54%

More than half of students say they would be disappointed if AI were prohibited at their institution, suggesting that outright bans are increasingly misaligned with student expectations and everyday learning practices.

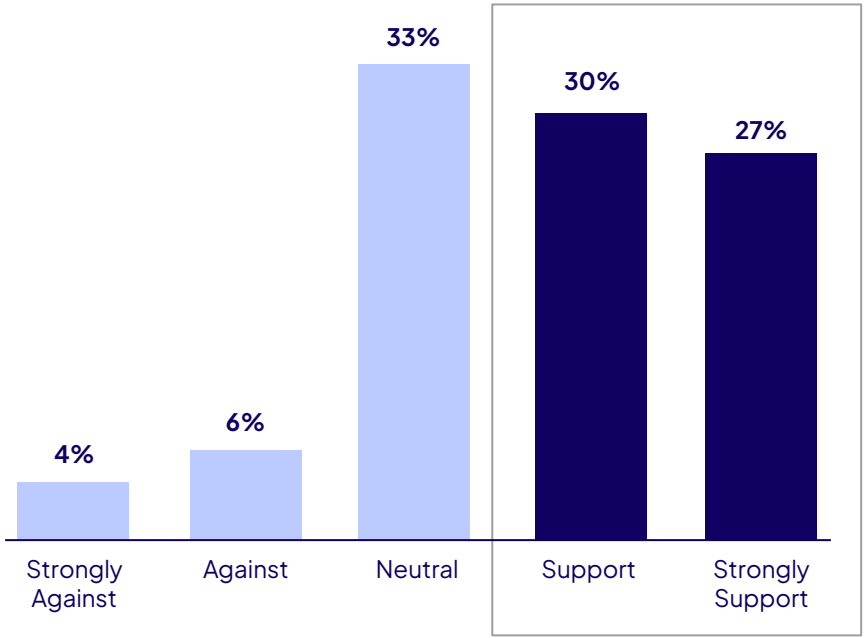
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

AI Materials Are OK by Students

Student Sentiment on Teachers' AI Use for Developing Teaching Materials

Question: What do you think about the use of AI by teachers to assist with:

- *Developing teaching materials*



57%

One in two students support or strongly support the use of AI by teachers to develop teaching materials.

Create teaching materials

Top AI Use Cases by Faculty

76% of faculty use AI to create teaching materials and assessment for students.

(refer to page 18)

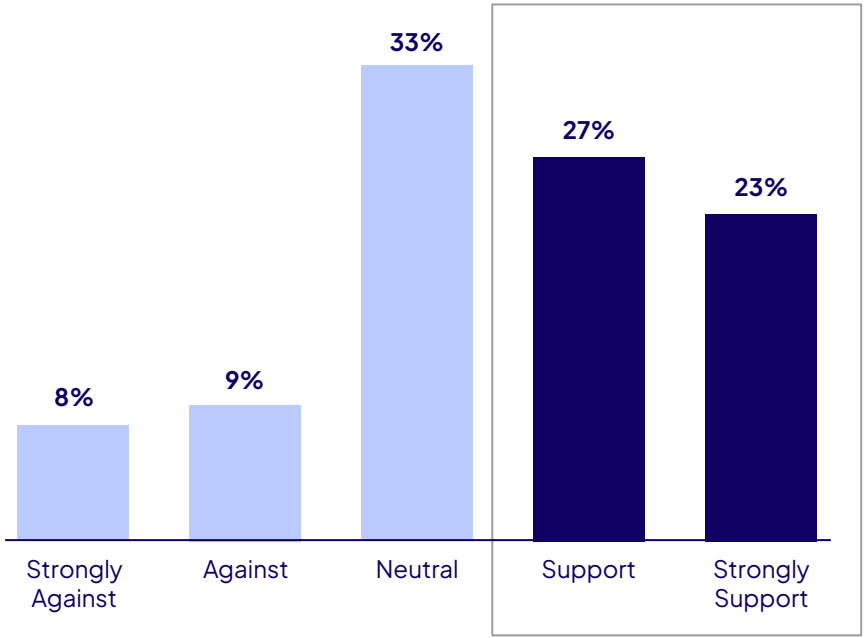
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

A Missed Opportunity in Student Feedback

Student Sentiment on Teachers' AI Use for Providing Assignment and Activity Feedback

Question: What do you think about the use of AI by teachers to assist with:

- *Providing feedback on assignments and activities.*



50%

This gap points to an underutilised opportunity to enhance feedback quality and scalability through AI.

Generate feedback for student work

Last AI Use Cases by Faculty

Only 19% of faculty use AI to provide feedback on assignments and activities.

(refer to page 18)

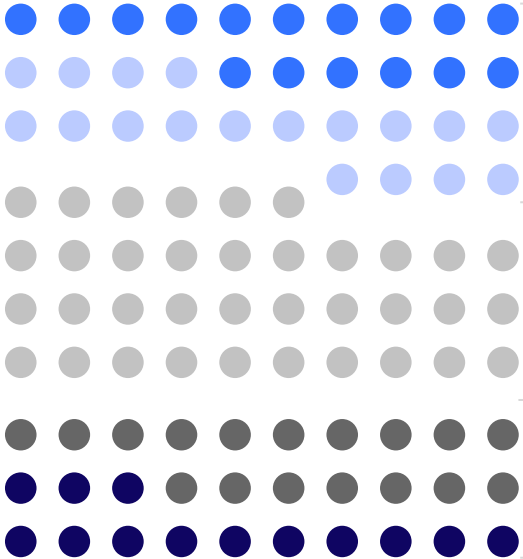
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students are Divided on AI's Role in Grading

Student Sentiment on Teachers' AI Use to Grade Assignments

Question: What do you think about the use of AI by teachers to assist with:

- *Grading assignments and activities*



34% of students **support** the use of AI to grade assessment

36% of students are **neutral**

30% of students are **against** the use of AI to grade assessment

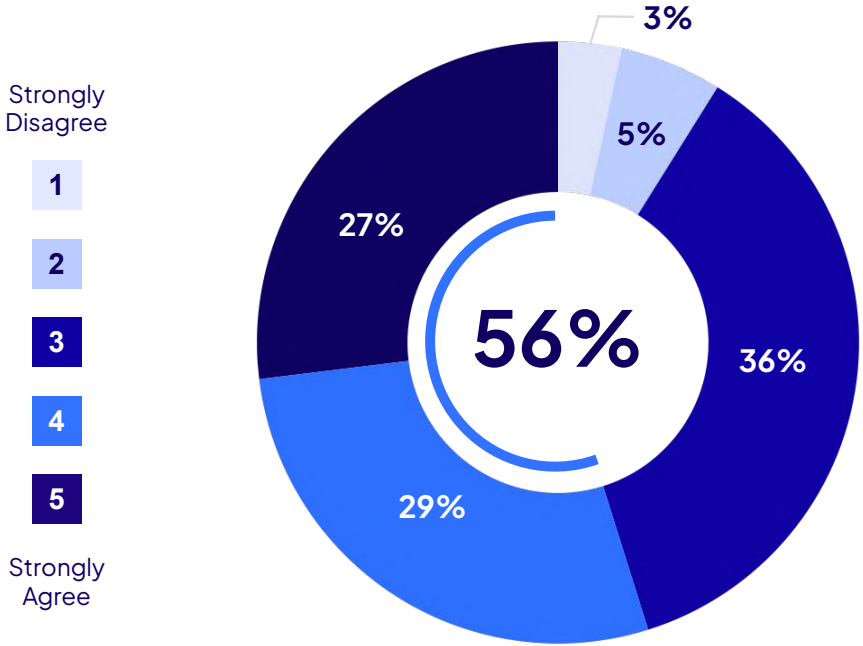
- Strongly Support
- Support
- Neutral
- Against
- Strongly Against

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Question the Fairness of AI-Based Assessment

Student Sentiment on Fairness of AI in Evaluating Student Work

Statement: I worry about the fairness of AI in evaluating student work.



56%

of students express worry about fairness of AI in evaluating their work.

While nearly half of students are supportive of using AI for providing feedback (see page 59), they remain cautious about AI being used to grade or evaluate their performance.

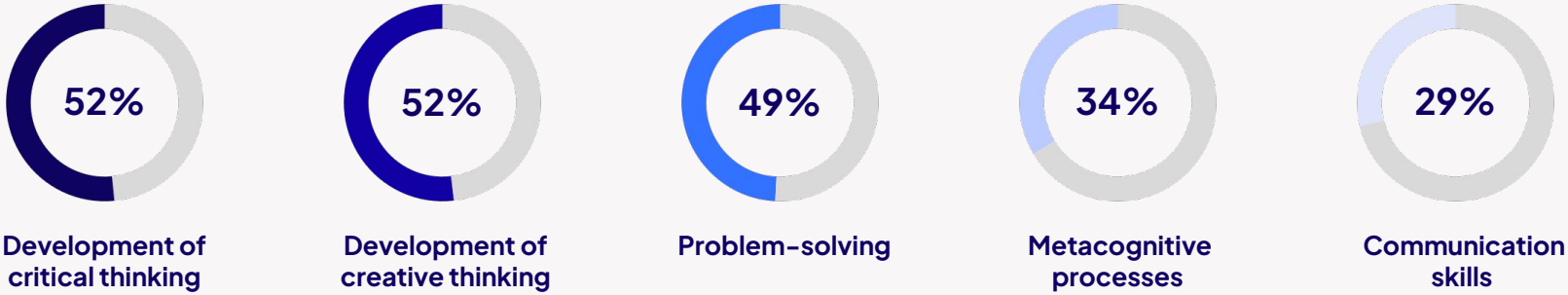
This contrast suggests that instructors need to find a careful balance, leveraging AI to deliver timely, personalised feedback while maintaining human oversight and transparent criteria to ensure fairness and trust in assessment outcomes.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Faculty See AI's Greatest Value in Higher-Order Thinking

Faculty Perception on Most Beneficial Implementation of AI in Education

Question: In which part of the teaching and learning process do you think the use of AI should be implemented or would be most beneficial?



Faculty see AI's strongest potential in the support of higher-order learning outcomes. Over half of faculty (52%) identify critical and creative thinking as the areas where AI could be most beneficial, followed closely by problem-solving (49%). This positive sentiment suggests that, rather than viewing AI as a threat to student development of critical and creative thinking, faculty increasingly see it as an opportunity, when used appropriately.

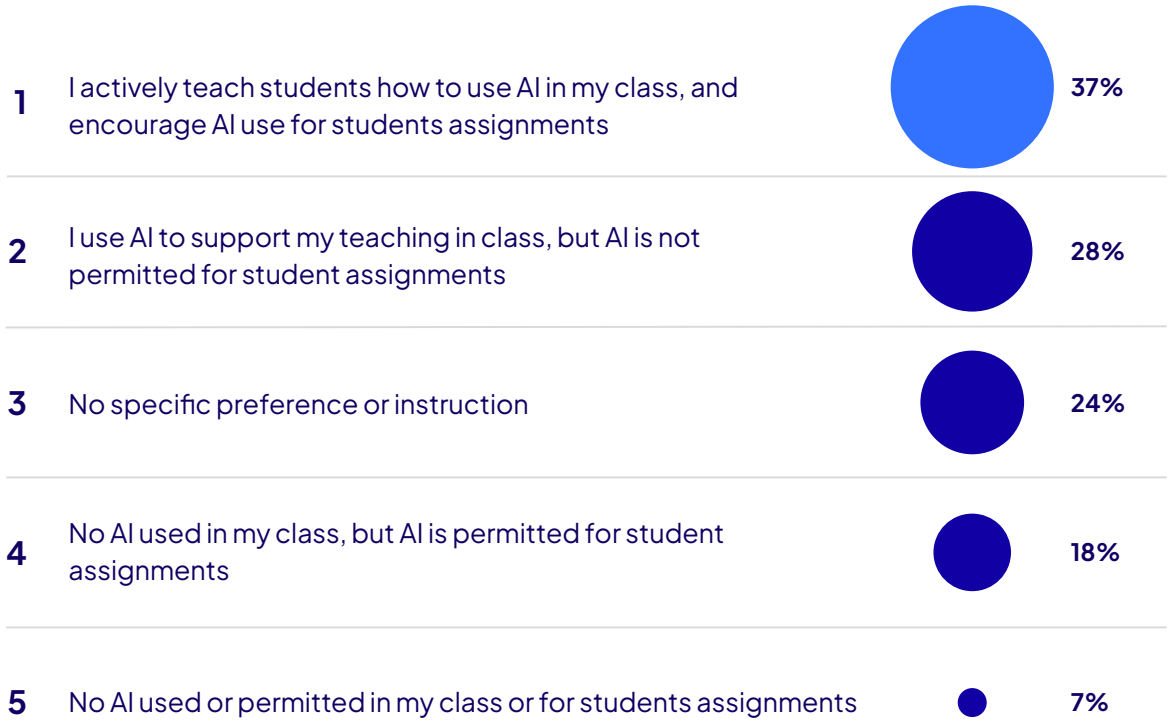
The Digital Education Council's Next Era of Assessment report highlights emerging methodologies used by educators globally to leverage AI for developing these skills. These include approaches such as critiquing AI-generated work, comparing human and AI output, and using AI to extend creative outcomes beyond what learners might achieve independently.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Active AI Use in Class and Assignments Preferred by Most Faculty

Faculty Preferences for AI Integration in Teaching

Question: Considering the course you teach, in which of the following ways would you prefer to integrate AI in your teaching? (Choose all that apply)



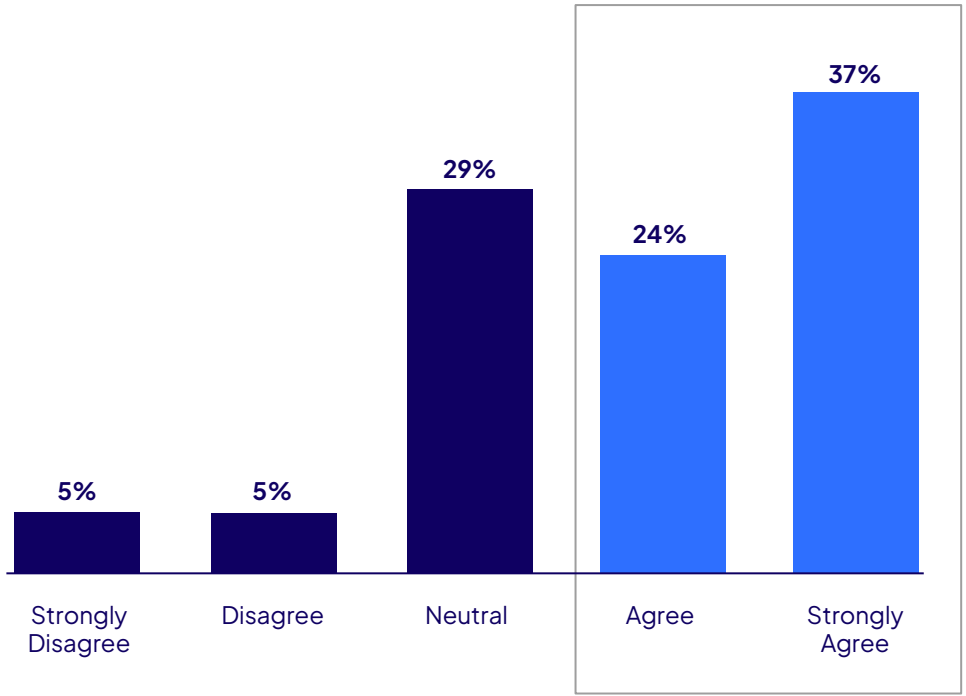
*Responses only include respondents who indicated answered 'Yes' to 'I see myself using AI in my teaching practices in the future' (n=6887)
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

6. Institutional AI Policy and Guidelines

Students Worry About Integrity, Calling for Clear Guidelines on AI Use

Students' Concern about Academic Integrity with AI

Statement: I am concerned that my classmates might misuse AI, creating unfair advantages or undermining the value of my education.



61%

of students are concerned about AI misuse undermining fairness and academic value.

Students show high levels of concern about the integrity implications of AI in education. A clear majority of 61% agree or strongly agree that classmates' misuse of AI could distort fairness and diminish the value of academic credentials, signalling strong expectations that institutions to establish clear guidance and enforce properly to safeguard learning standards.

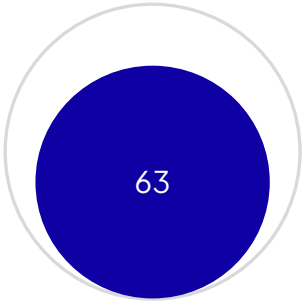
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Seek Greater Involvement in AI Decisions, yet Feel Unheard

Student Expectations and Reported Institutional Practices on AI Feedback

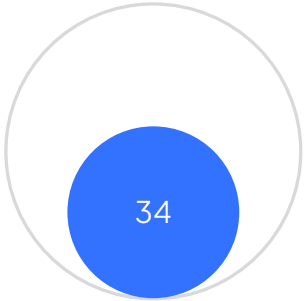
Statement (left): Institutions should involve students in the decision-making process regarding which AI tools are implemented.
Statement (right): My institution actively seeks student feedback on the effectiveness of its AI tools.

Student expectations for participation in AI decisions[1]



63% of students expect to be involved in AI-related institutional decisions

Students feeling heard in AI-related decisions[2]



Only 34% of students report that institutions actively seek their feedback on AI

Students expect to play an active role in shaping AI adoption. However, far fewer report that institutions are actively seeking their input.

This gap highlights a disconnect between rising expectations and governance practices. While AI adoption is accelerating, engagement and feedback mechanisms appear to be lagging.

AI Communication Structure

Digital Education Council members can refer to the Executive Briefing #011 Elevating AI Communication to establish a multi-level communication structure.

[1]This refers to students who responded with 'Strongly Agree' or 'Agree' in the question 'Institutions should involve students in the decision-making process regarding which AI tools are implemented.'
[2]This refers to students who responded with 'Strongly Agree' or 'Agree' in the question 'My institution actively seeks student feedback on the effectiveness of its AI tools'
Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

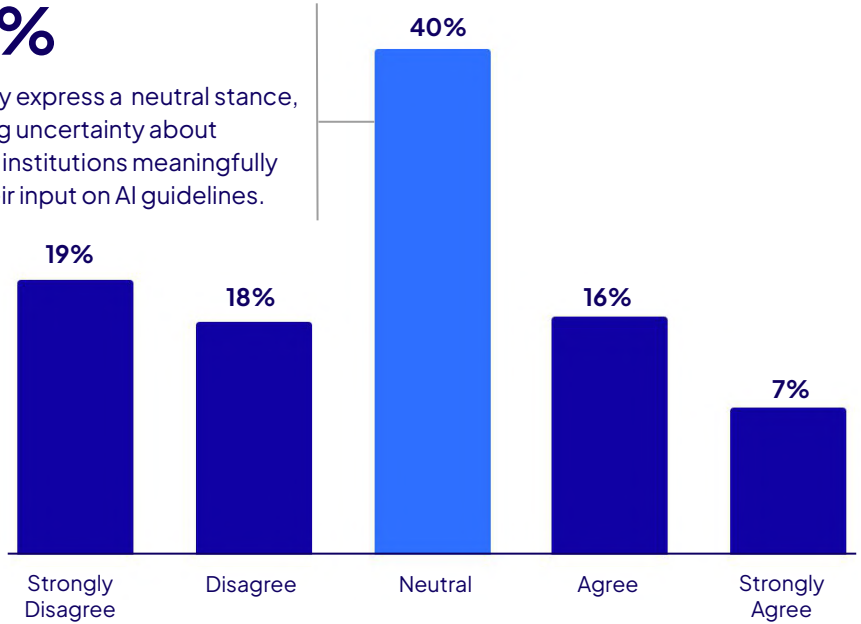
Faculty Are Unsure Whether Their Voices Are Heard

Extent to Which Institutions Seek Faculty Feedback on AI Guidelines

Statement: My institution seeks faculty feedback when creating and updating guidelines.

40%

of faculty express a neutral stance, signalling uncertainty about whether institutions meaningfully seek their input on AI guidelines.



Uneven faculty engagement in AI governance

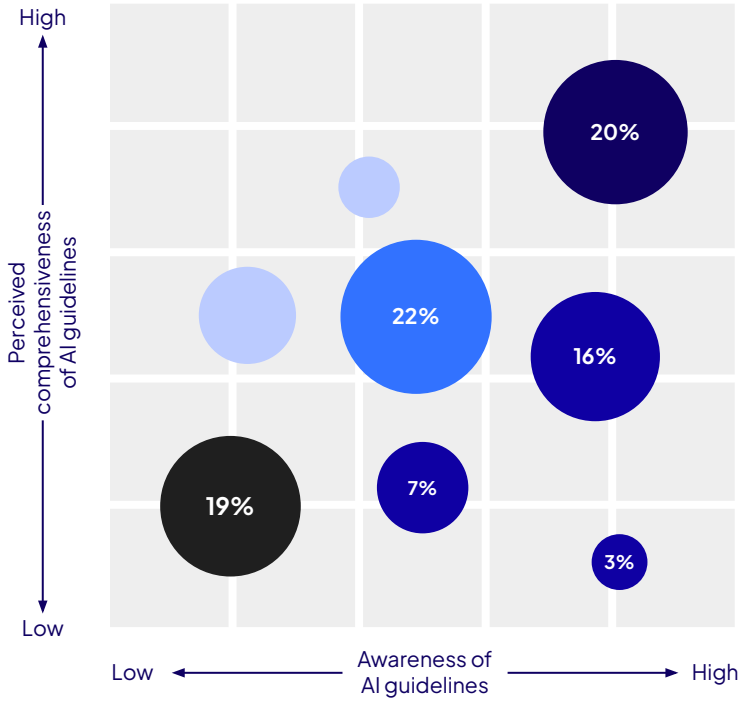
The distribution of responses suggests uneven faculty engagement in AI policy development in institutions. While some faculty feel consulted, a large neutral segment points to uncertainty (40%) alongside a group that explicitly disagrees, signals that many faculty do not feel their voices are heard or reflected in AI guidelines.

This highlights the need for clearer, more systematic mechanisms for faculty input as institutions formalise and update AI guidelines.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

Students Call for Improved AI Guidelines and Communication

Student Awareness and Perception of Comprehensiveness of AI Guidelines



Question: To what extent do you agree or disagree with the statement? (1–strongly disagree, 3–neutral, 5–strongly agree):

- My university has comprehensive AI guidelines in place.
- I'm aware of the AI-related regulations and policies at my institution.

8% of students are fully aware of their institutional AI guidelines and feel they are fully comprehensive.

The Well-Informed, 20%
Students perceive their institution's AI guidelines as comprehensive and are well aware of them.

The "We Can Do Better", 26%
Students are aware of their institution's AI guidelines but find them lacking in comprehensiveness. This is the most populated zone.

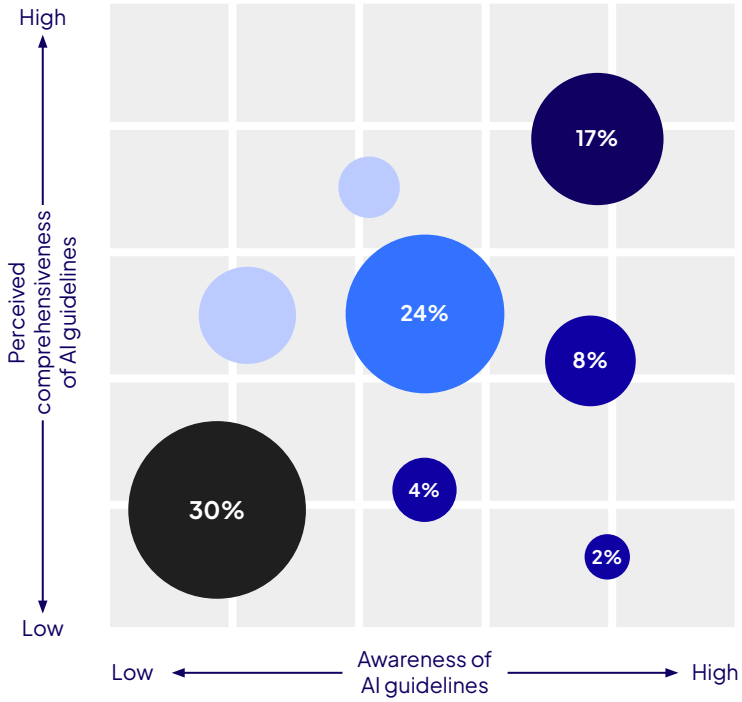
The Uncertain, 22%
Students are unsure about the comprehensiveness of the AI guidelines and they have moderate level of awareness.

The Lost, 19%
Students are both unaware of the AI guidelines and believe them to be lacking in comprehensiveness.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

A Third of Faculty Are Flying Blind on AI

Faculty Awareness and Perception of Comprehensiveness of AI Guidelines



Question: To what extent do you agree or disagree with the statement? (1–strongly disagree, 3–neutral, 5–strongly agree):

- My institution has comprehensive AI guidelines for teaching.
- I am aware of my institution's AI guidelines for teaching.

5% of faculty are fully aware of their institutional AI guidelines and feel they are fully comprehensive.

The Well-Informed, 17%
Faculty perceive their institution's AI guidelines as comprehensive and are well aware of them.

The "We Can Do Better", 14%
Faculty are aware of their institution's AI guidelines but find them lacking in comprehensiveness.

The Uncertain, 24%
Faculty are unsure about the comprehensiveness of the AI guidelines and they have moderate level of awareness.

The Lost, 30%
Faculty are both unaware of the AI guidelines and believe them to be lacking in comprehensiveness. This is the most populated zone.

Source: Digital Education Council AI in Higher Education Latin America Survey 2026.

7. About DEC and Copyright Details

Digital Education Council Publications

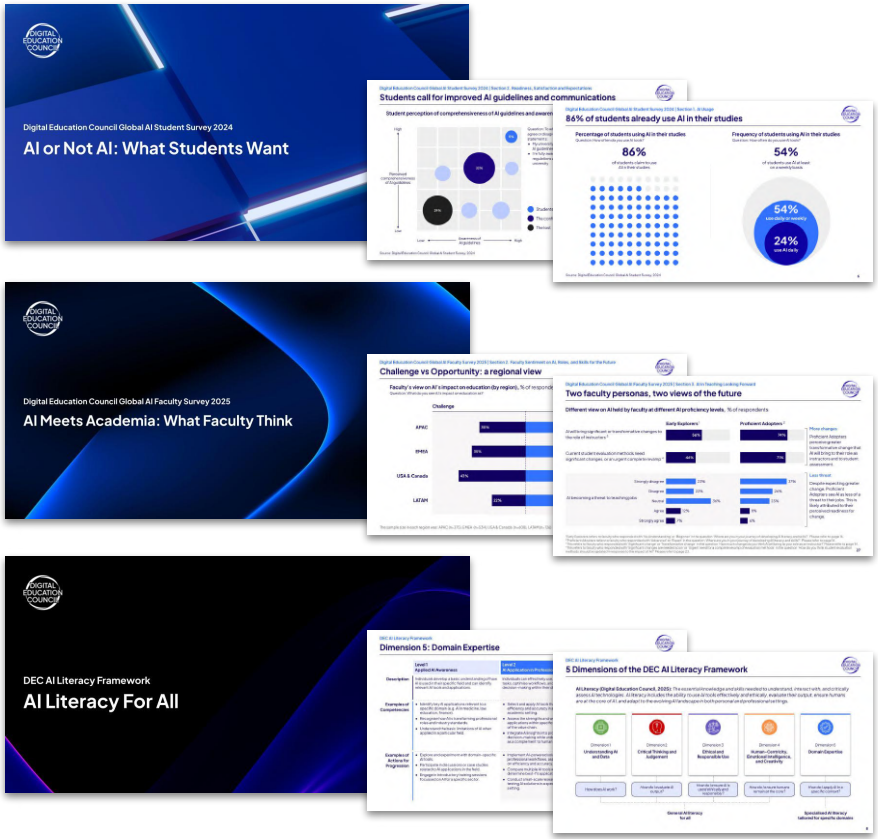
The Digital Education Council publishes a range of reports and delivers exclusive monthly Executive Briefings to its members.

Recent publications include:

- DEC Global AI Faculty Survey
- DEC Global AI Student Survey
- DEC AI Literacy Framework

Our members use them as working documents to guide their institutional transformation in response to evolving trends in education and skills.

Explore



Digital Education Council Executive Briefings

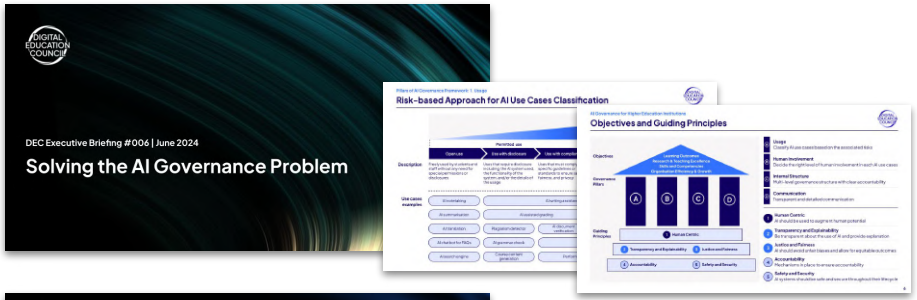
The Digital Education Council delivers monthly Reports and Executive Briefings to its members.

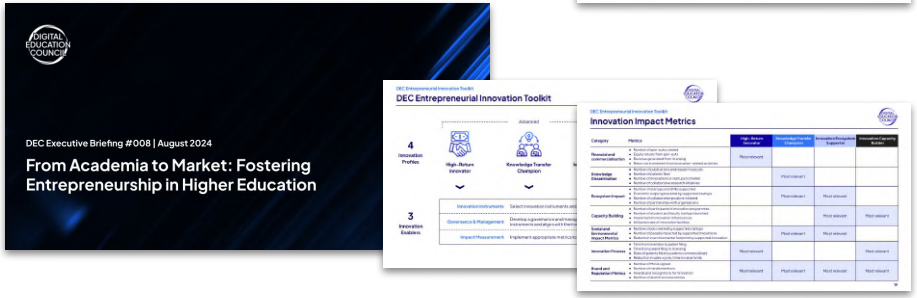
These Reports and Executive Briefings share key insights, practical frameworks and usable tools to support AI adoption, governance, and sustainable innovation in higher education.

Our members use these as key working documents to help them work through the transformation in the world of education and skills.

Explore

Examples of Executive Briefings





Digital Education Council Meetings

Thematic Working Groups

DEC Working Groups serve as a global platform for collaborative discussions for DEC members, fostering knowledge sharing and establishing best practices to drive innovation. The Thematic Working Groups are focussed on practical outcomes and run on a one-year cycle.

DEC Global Summit

The DEC Global Summit is an in-person and outcome-focussed event exclusively for DEC members. The Global Summit is a key opportunity to address global challenges and explore actionable strategies for positive integration of digital and artificial intelligence technologies.

Become a Member

Examples of Meetings

Copyright and Contact Details

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For additional requests and feedback please contact:

Hui Rong
Research and Intelligence Lead
hui@digitaleducationcouncil.com

Fathinah Subhan
Research and Intelligence Associate
fathinah@digitaleducationcouncil.com

For membership enquiries please contact:

Maria Oliver Roman
Global Engagement and Operations Director
maria@digitaleducationcouncil.com


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