



2026 3rd Annual Survey Insight Report: Use of AI in Team-Based Learning (TBL)

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01 Executive Summary

Artificial intelligence continues to reshape teaching and learning, raising important questions about how educators can use it effectively without weakening the collaboration, reasoning, and accountability central to Team-Based Learning (TBL). InteDashboard's 2026 Use of AI in TBL Survey builds on the findings collected in previous years. It examines changes in AI adoption, teaching effectiveness, student learning, workflow efficiency, institutional support, and professional development needs. New questions were also introduced to explore AI's perceived impact on student collaboration and to provide greater context on respondents' geographical and disciplinary backgrounds.

The survey received 63 responses across several regions and disciplines. However, the sample was weighted toward North America and healthcare-related fields, which should be considered when interpreting the findings. Open-text responses were categorized with the assistance of ChatGPT and subsequently reviewed manually to preserve accuracy, nuance, and context.

Key Findings

- **Education — Greater clarity on AI's role:** TBL remains highly valued, while declining uncertainty suggests educators are forming clearer views of AI's impact on teaching and learning.
- **Efficiency — More tangible workflow benefits:** AI is becoming more embedded in teaching workflows, with more respondents reporting reduced effort in developing and implementing TBL activities.
- **Experimentation — Broader applications across TBL:** Educators are extending AI use across assessment, content creation, student support, feedback, pre-class preparation, and Application Exercises.
- **Evolution — Toward responsible student use:** More educators are allowing students to use AI, signalling a shift from excluding it toward structured use that preserves reasoning, collaboration, and accountability.

Challenges

Ethics, educator training, uncertainty about learning impact, and data privacy remained the leading barriers. Technical integration became less prominent, while insufficient funding and concerns about inaccurate AI-generated content increased. Although institutional support improved slightly, many educators still lack clear direction and practical guidance.

Conclusion

The 2026 findings suggest that AI use in TBL is **moving beyond experimentation toward more deliberate implementation**. Educators are reporting clearer learning impacts, broader use cases, and greater efficiency, while concerns around reliability, ethics, and student collaboration remain unresolved.

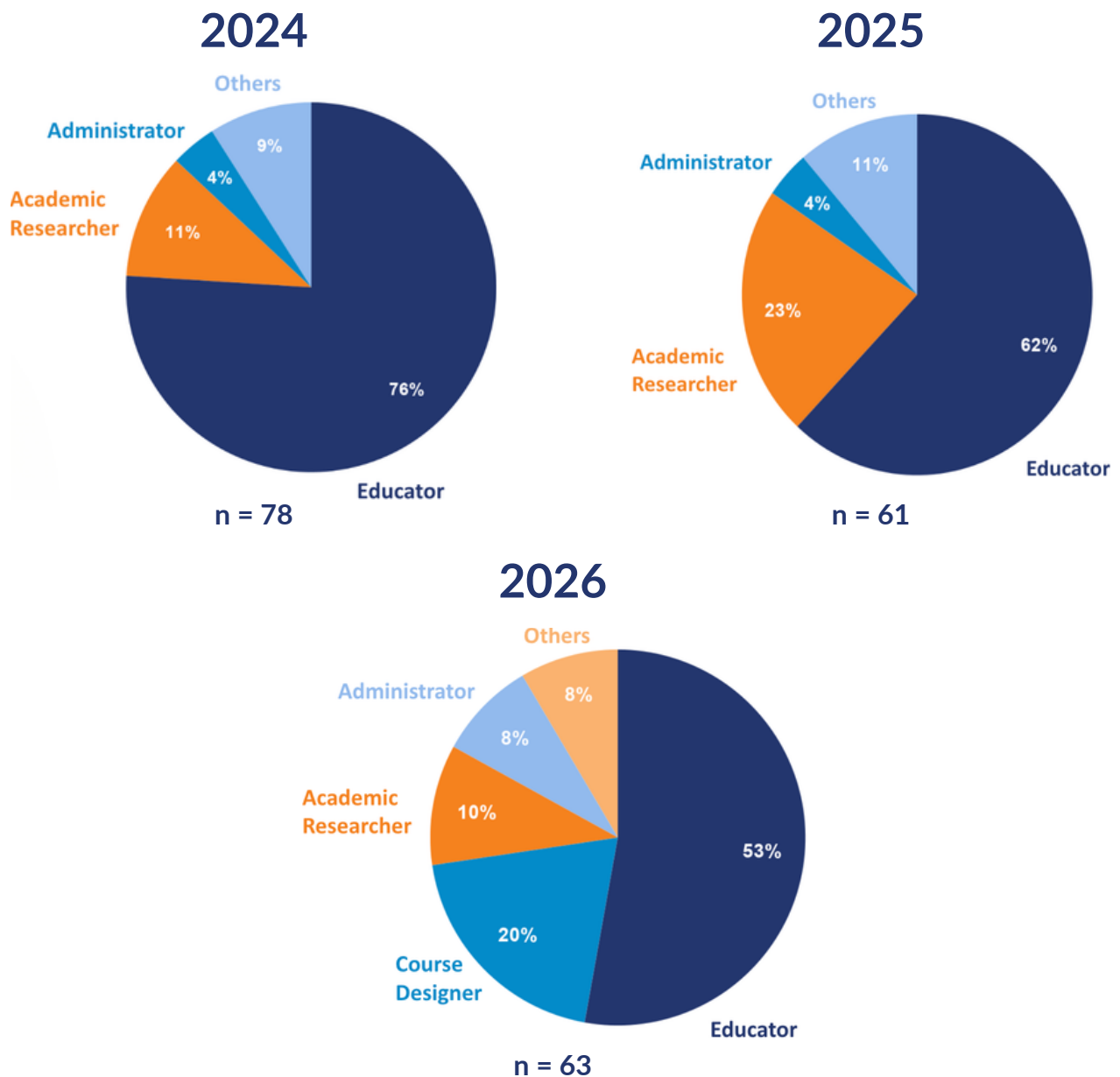
To **translate growing adoption into meaningful learning gains**, institutions should:

1. Equip educators with practical guidance on selecting, applying, and evaluating AI tools in TBL
2. Set clear expectations for responsible use, including accuracy checks, privacy, and academic integrity
3. Build students' AI literacy so they can question outputs rather than accept them uncritically
4. Design AI-enabled activities carefully to preserve teamwork, discussion, accountability, and higher-order thinking

The sections that follow explore these shifts in greater detail and identify practical actions for integrating AI without weakening the core principles of TBL.

02 Demographics

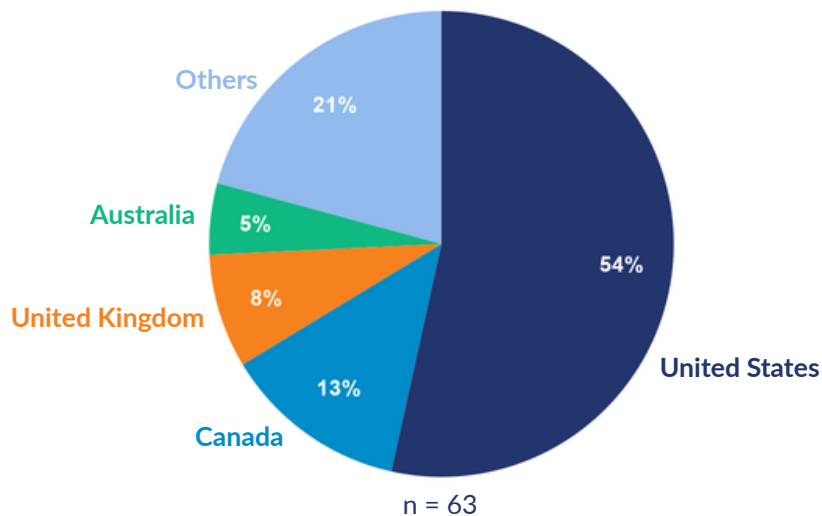
Respondents by Academic Roles



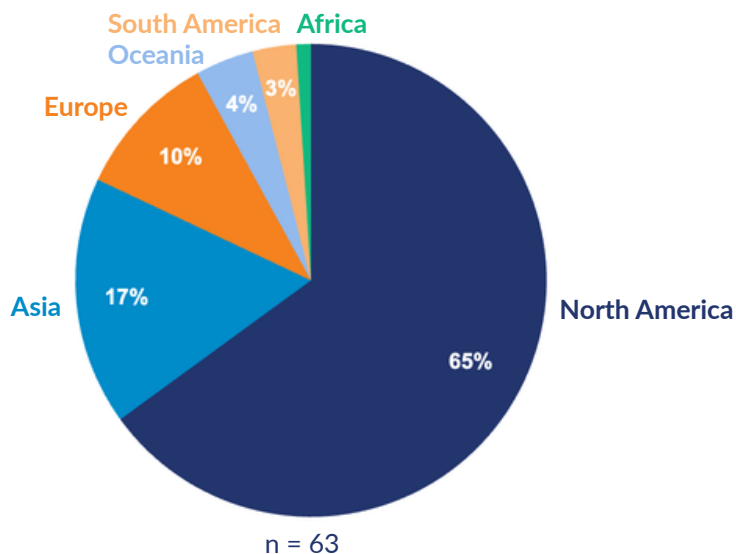
The makeup of respondents' academic roles remains most similar, with a growing group of course designers in 2026.

Respondents by Country and Continent

2026 Respondents' Country



2026 Respondents' Continents

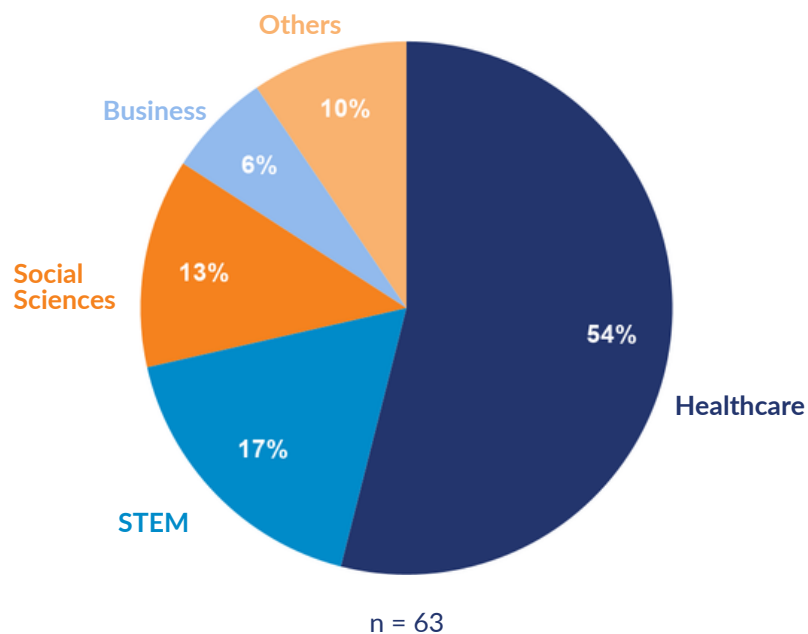


The 2026 survey included 63 respondents across multiple regions, although participation was concentrated in North America (65%), particularly the United States (54%). Asia represented 17% of respondents, followed by Europe (10%) and smaller contributions from Oceania, South America, and Africa. The findings therefore reflect an international sample but are weighted toward North American perspectives.

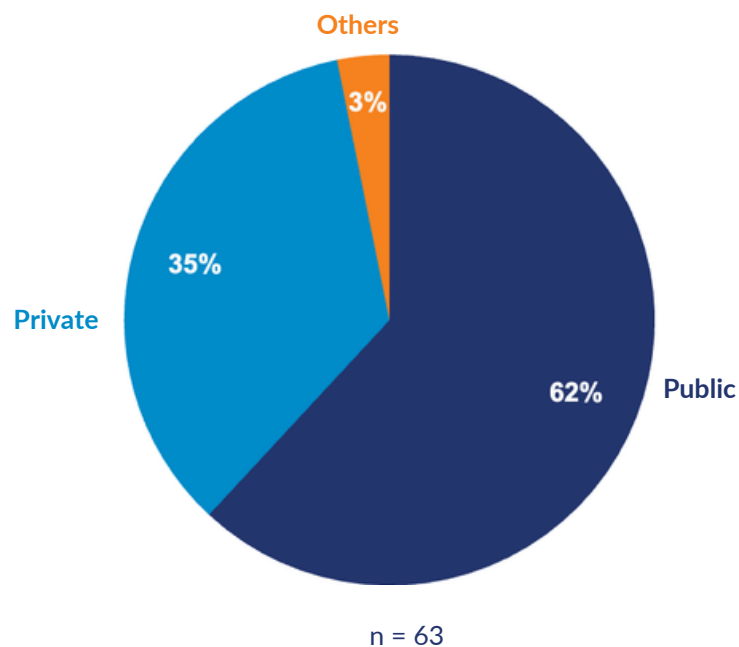
* This is a new question in 2026. There's no comparable 2025 data.

** The individual countries in the "Others" categories make up less than 5% of the respondents: Pakistan, Uruguay, India, Indonesia, Iran, Italy, Lebanon, Oman, Qatar, Rwanda, Singapore

Respondents by Discipline



Respondents by Institution Type



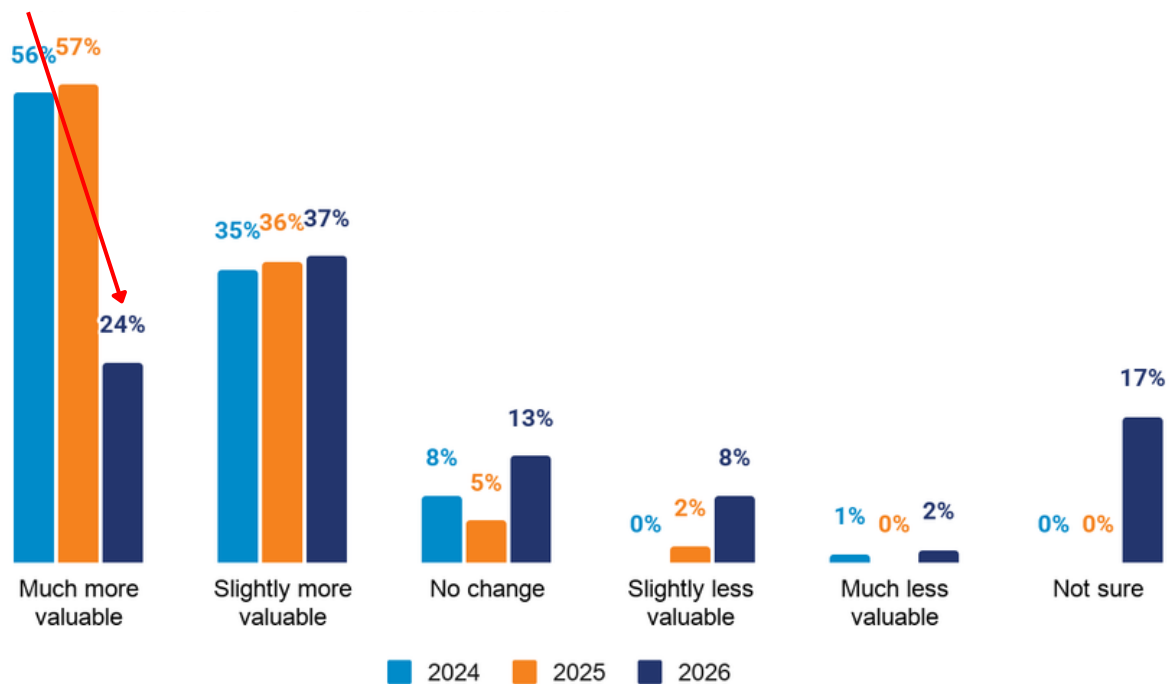
* These are new questions in 2026. There's no comparable 2025 data.

** The individual subjects in the "Others" categories make up less than 5% of the respondents: Law, Veterinary, Economics, Workforce training

*** "Others" in Institution Type refer to companies that are from the workforce training industry.

03 Perceptions of AI in TBL

Perceived value of TBL for students today



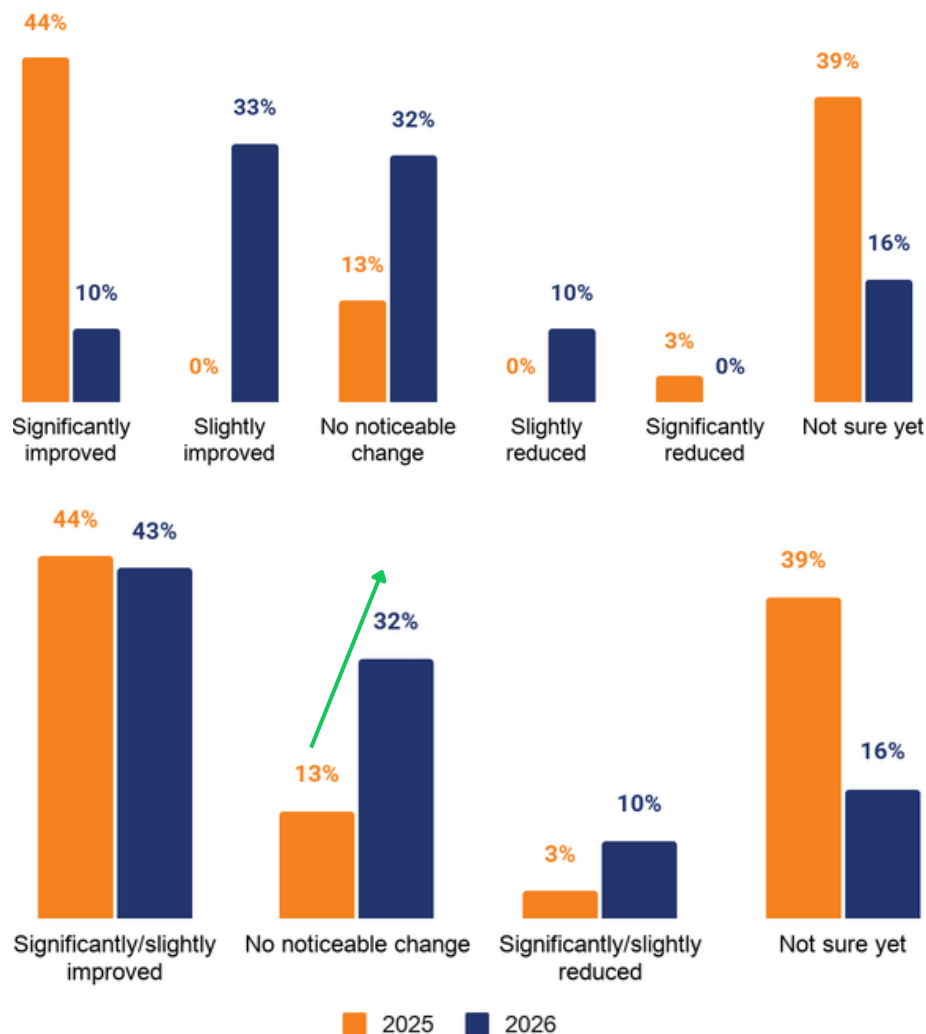
Most respondents still view TBL as more valuable for students, with 61% selecting either “much more” or “slightly more valuable.”

However, responses were less strongly positive than in previous years, with “much more valuable” falling from 57% in 2025 to 24% in 2026.

The broader spread, including 17% selecting the newly introduced “not sure” option, may reflect more nuanced views of TBL’s role in an AI-enabled learning environment.

** There’s no option for “Not sure” in 2024 and 2025.*

Perception of teaching effectiveness in TBL with AI



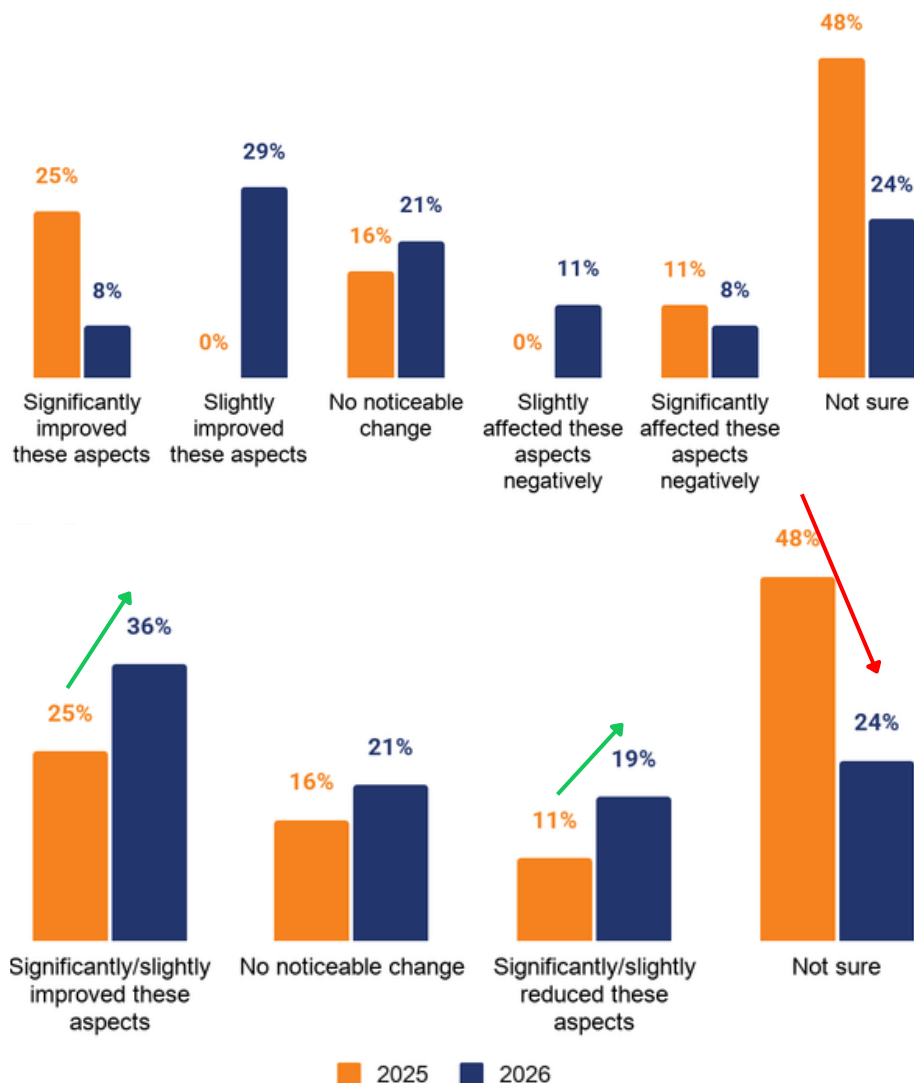
The share of respondents reporting improved teaching effectiveness remained stable at 43%, compared with 44% in 2025. However, responses shifted from “significantly improved” toward “slightly improved.”

More educators reported no noticeable change, rising from 13% to 32%, while uncertainty declined sharply from 39% to 16%.

This suggests that as AI use becomes more familiar, educators are developing clearer but more measured views of its impact on TBL teaching effectiveness.

** This question is only available in 2025 and 2026. There's no comparable 2024 data.*

Perception of AI's impact on student learning and engagement



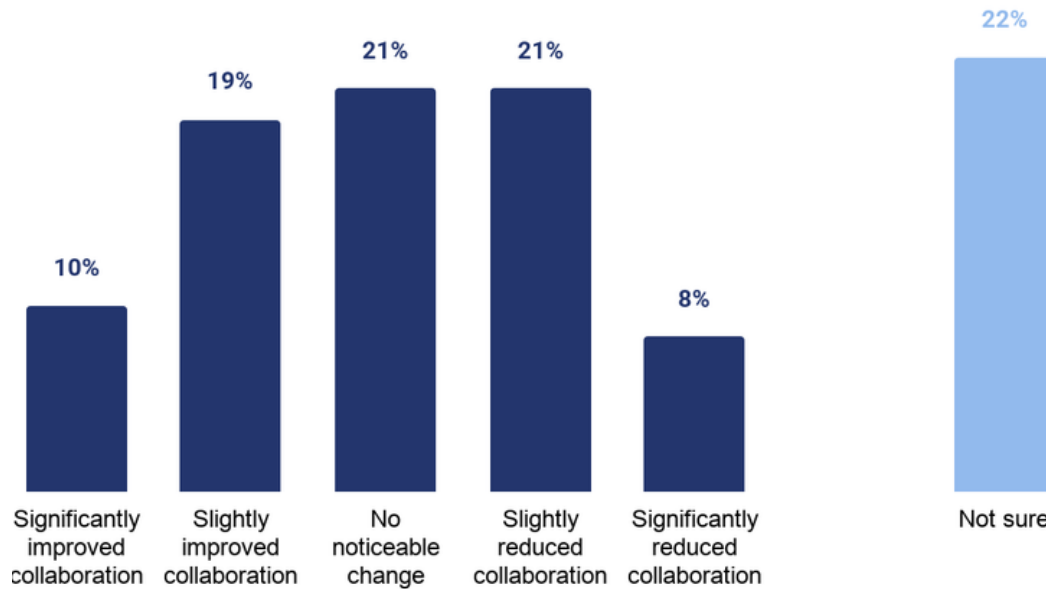
Uncertainty about AI's impact on student learning and engagement fell sharply, from 48% in 2025 to 24% in 2026.

Positive perceptions increased from 25% to 36%, while negative perceptions also rose from 11% to 19%.

This suggests educators are developing clearer, more differentiated views of both the benefits and risks of using AI in TBL.

** This question is only available in 2025 and 2026. There's no comparable 2024 data.*

Perception of AI's impact on student collaboration



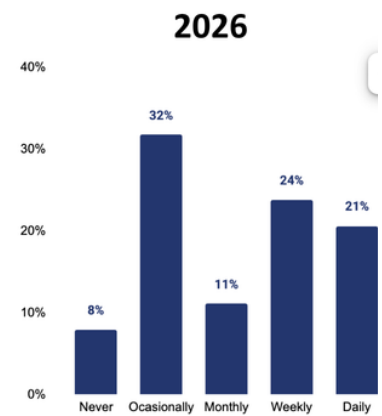
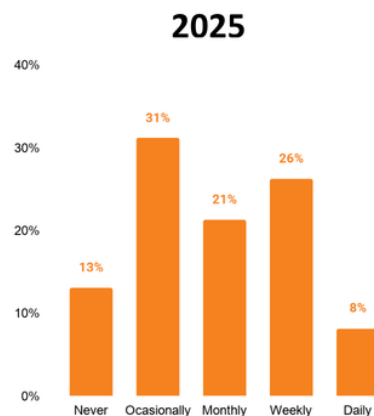
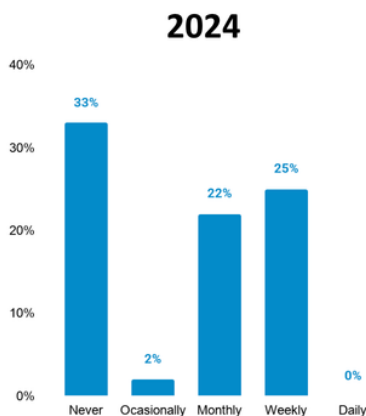
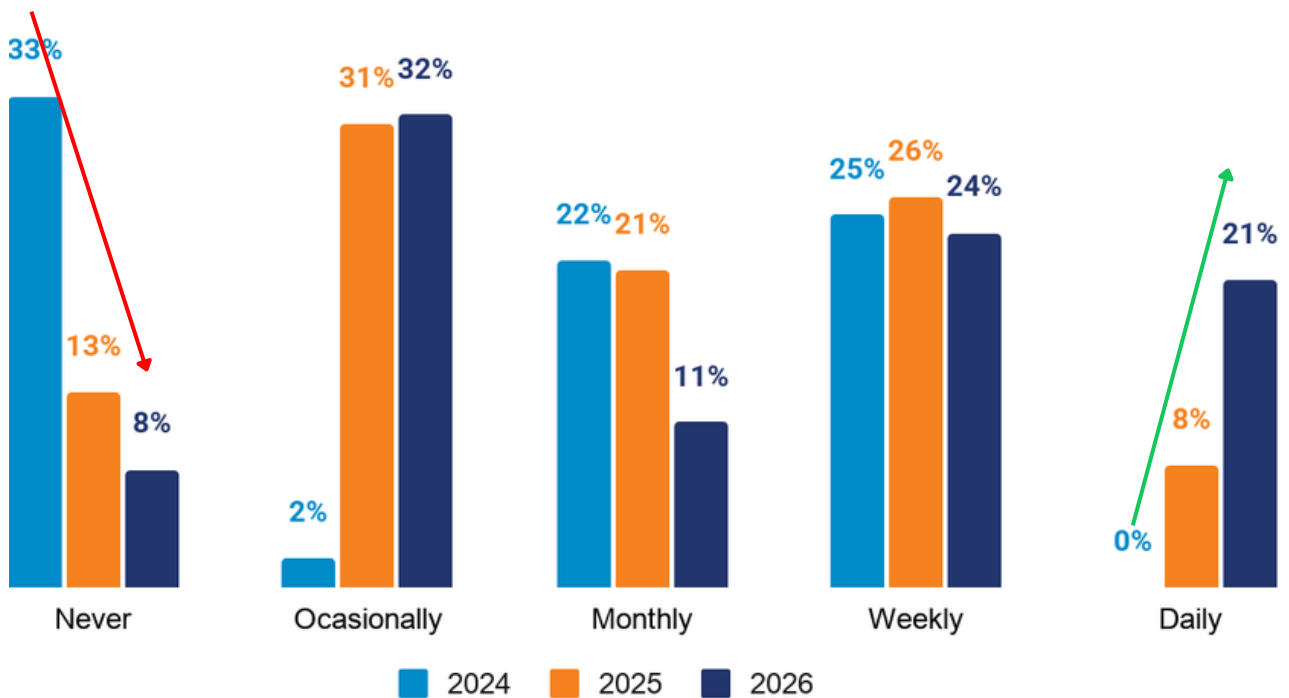
Educators were evenly divided on AI's impact on student collaboration: 29% reported improvement, while 29% perceived a reduction. A further 21% observed no noticeable change, and 22% remained unsure.

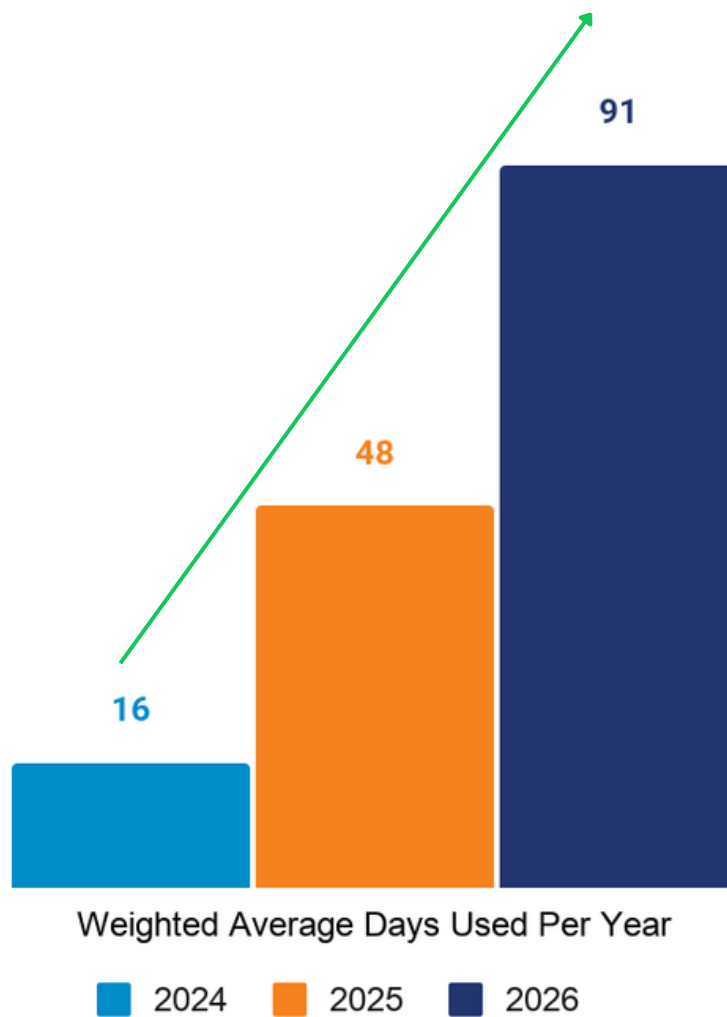
These mixed results suggest that further insight is needed into understanding exactly what shapes AI's effectiveness for student collaboration (e.g. student usage patterns, facilitation approach, activity design).

** This is a new question in 2026. There's no comparable 2024 and 2025 data.*

04 Current Usage and Practices

AI Tool Usage Frequency





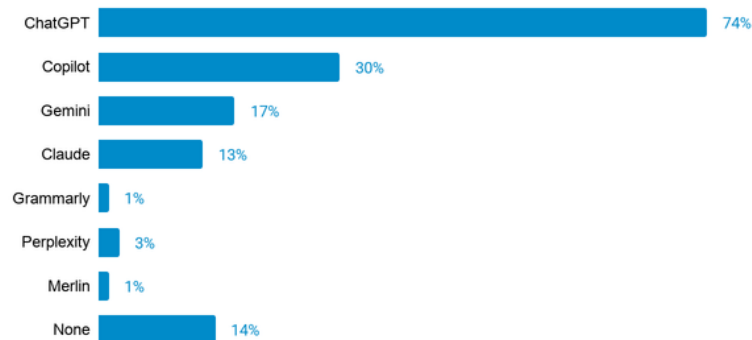
AI use among respondents became progressively more frequent between 2024 and 2026, with “never” falling from 33% to 8% and daily use rising from 0% to 21%.

To capture the overall shift in usage intensity, each frequency category was converted into estimated annual usage days—365 for daily, 52 for weekly, 12 for monthly, 6 for occasionally and 0 for never—and weighted according to the proportion of respondents in each category.

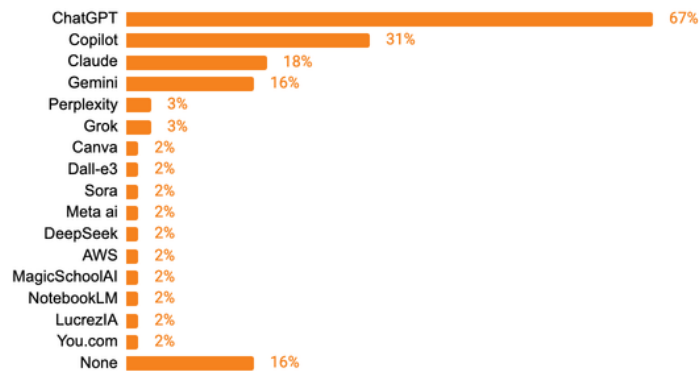
The resulting weighted average increased from 16 days in 2024 to 91 days in 2026, representing a nearly sixfold increase and indicating that AI is becoming a more regular part of educators’ teaching practices.

AI Tools Used By Respondents

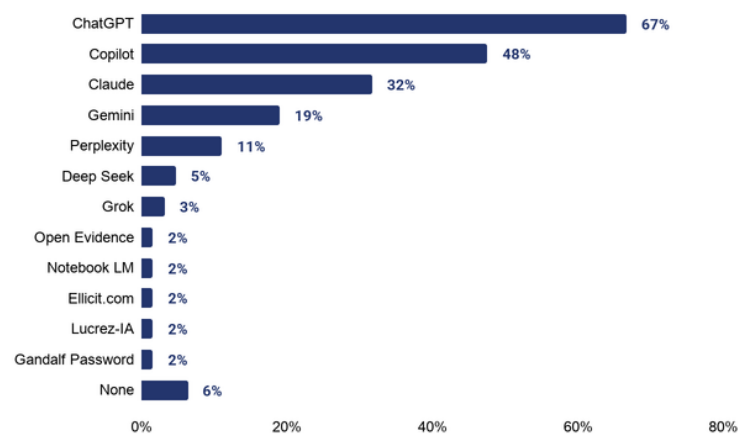
2024 AI Tools



2025 AI Tools



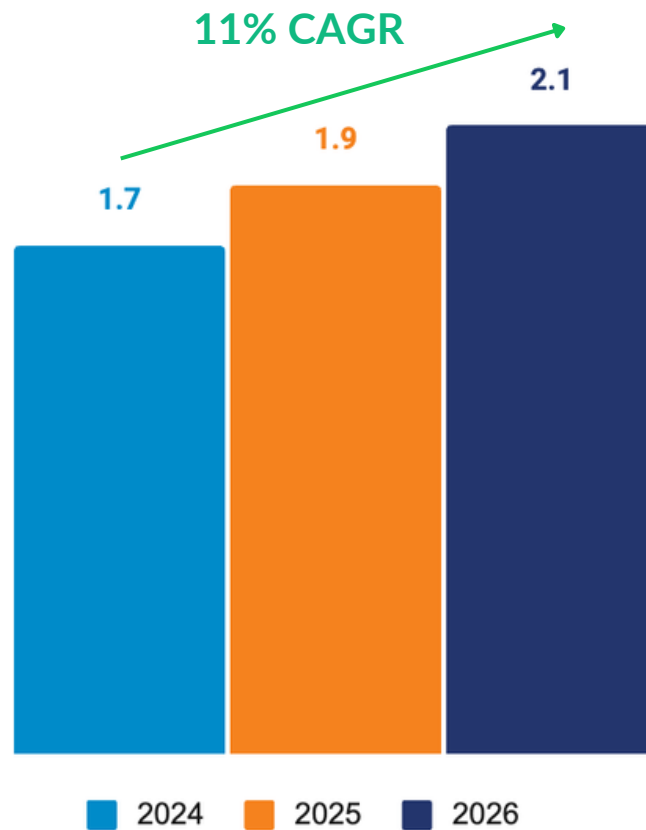
2026 AI Tools Used



ChatGPT, Copilot, Gemini, and Claude continue to be the most widely used AI tools among educators.

** Respondents can select more than one option in this question.*

Average Number of AI Tools Used



The average number of AI tools used per respondent increased steadily from 1.7 in 2024 to 2.1 in 2026. This represents an 11% compound annual growth rate (CAGR)—the average yearly rate of growth over the two-year period—suggesting that educators are becoming increasingly comfortable using multiple AI tools rather than relying on a single platform.

Categories of Tasks Respondents are Using AI for in 2026

We asked respondents how they currently use AI in their teaching. Their open-text responses were grouped into themes using ChatGPT and then manually reviewed for accuracy and context.

The 2026 responses introduced more explicit student-facing uses, including study support, concept clarification, engagement activities, and assistance with feedback and evaluation.

The absence of custom AI assistants as a separate 2026 category does not mean they are no longer used. Rather, these tools may now sit within broader workflows as AI use expands from educator preparation to direct support for students' learning experiences.

	2024	2025	2026
Assessment & Case-Study Creation	✓	✓	✓
Course & Content Development	✓	✓	✓
Workflow, Research & Pedagogical Support	✓	✓	✓
Custom AI Assistants for Educator Prep		✓	
Student Learning Support & Engagement			✓
Analysis and Support of Student Feedback & Evaluation			✓

Definition for Categories of Tasks Respondents are Using AI for in 2026

1

Assessment & Case-Study Creation

Generates questions, MCQs, iRAT/tRAT items, application exercises, case-study drafts, scenarios, standards-aligned assessments.

2

Course & Content Development

Brainstorms topics, builds lecture outlines/slides, writes teaching notes, creates concept maps/visuals, drafts educational content.

3

Workflow, Research & Pedagogical Support

Automates formatting/email drafts, gathers resources, reviews peer-evaluation narratives, enforces citation/ethical usage.

4

Custom AI Assistants for Educator Prep

AI-driven, instructor-built GPTs and tools that help generate iRAT/tRAT questions, mock quizzes, and facilitation prompts—supporting, not replacing, the educator.

5

Student Learning Support & Engagement

Using AI to support students' learning experience, including study tools, concept clarification, student engagement exercises.

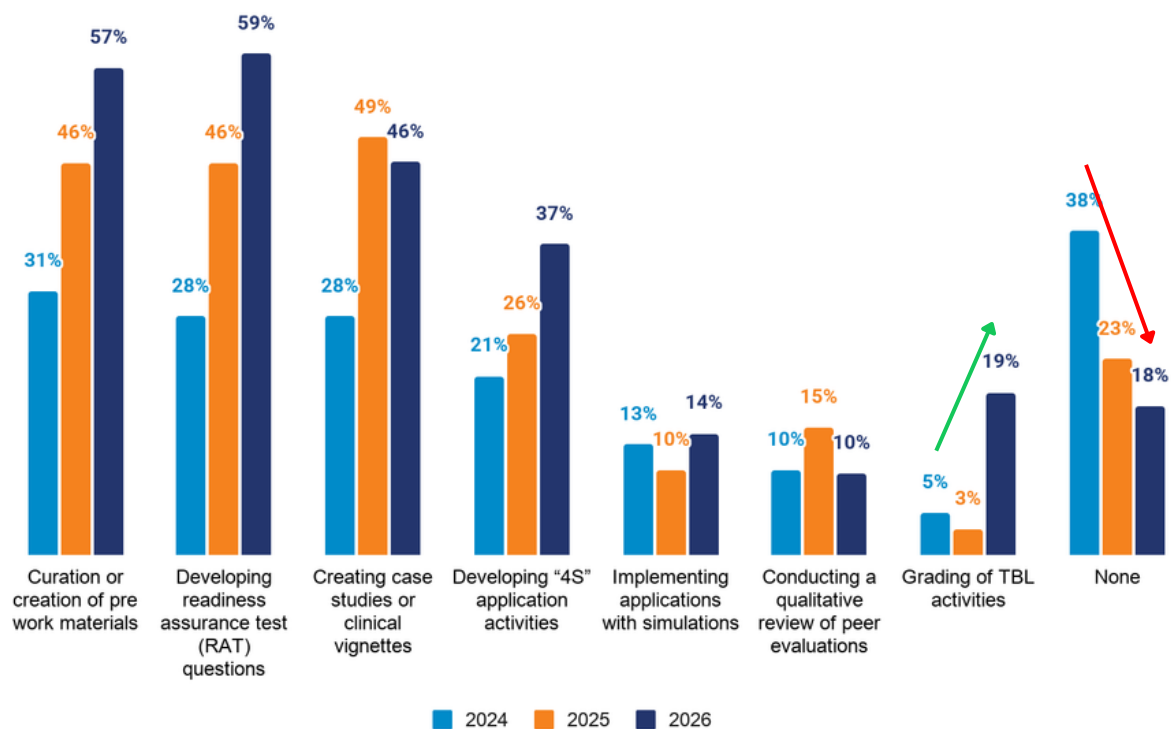
6

Analysis and Support of Student Feedback & Evaluation

Using AI to review student submissions, support and analyze student feedback.



2026 Integration of AI in Workflow



AI integration continued to deepen across TBL workflows in 2026.

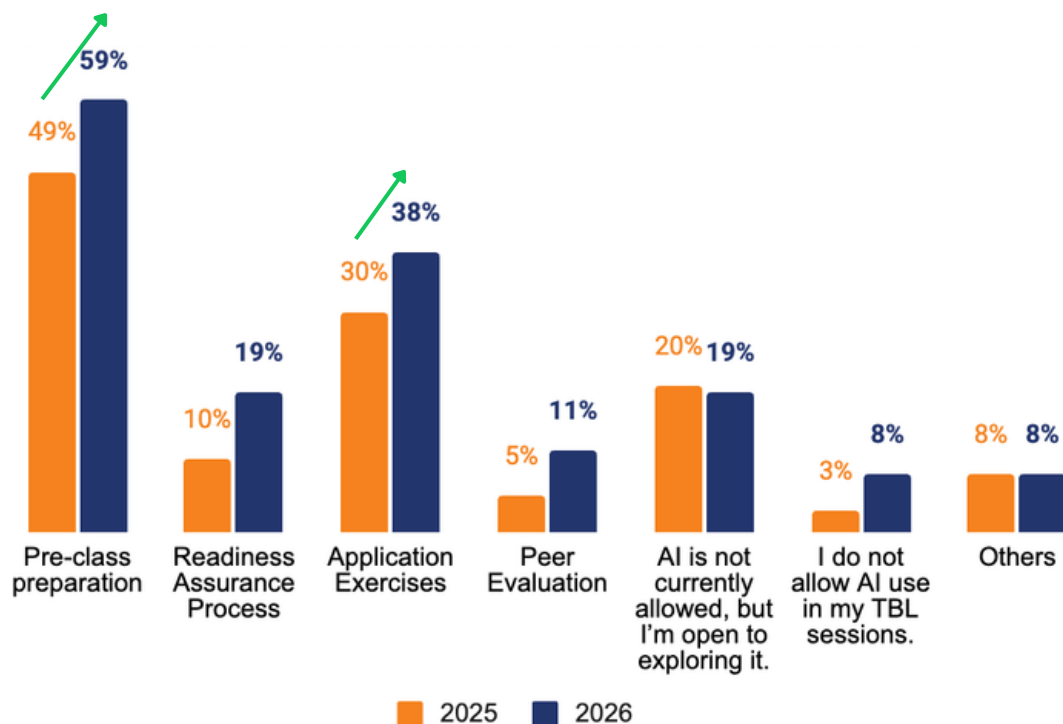
AI-assisted grading also rose sharply from 3% in 2025 to 19% in 2026, indicating an emerging shift beyond content creation into assessment-related tasks.

Meanwhile, the proportion reporting no AI integration declined to 18%, suggesting broader adoption across the TBL process.

** Respondents can select more than one option for this question.*



Where Respondents Allow Students to Use AI



Pre-class preparation remained the most common area where students were permitted to use AI, rising from 49% in 2025 to 59% in 2026.

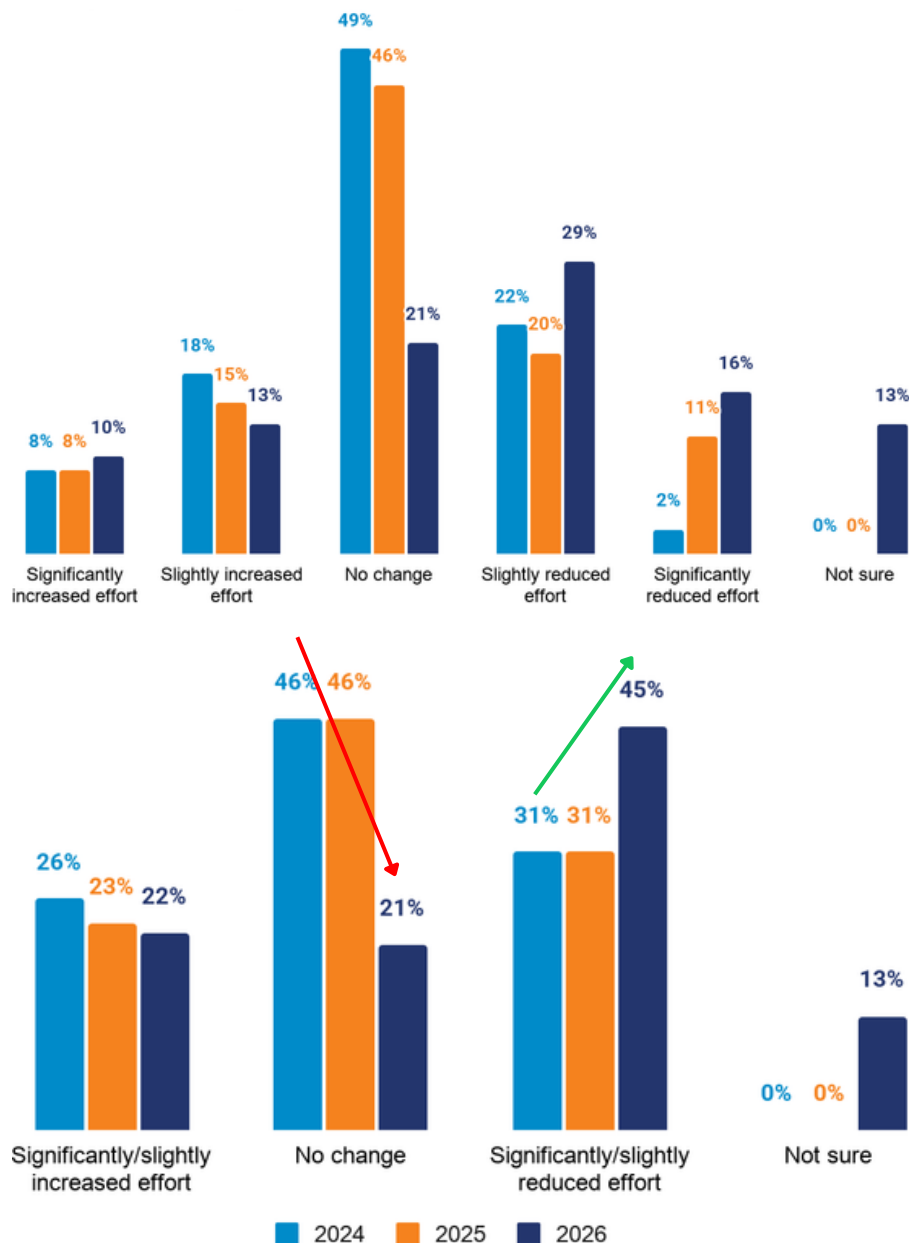
Use during Application Exercises also increased from 30% to 38%, suggesting greater openness to incorporating AI into higher-order, team-based problem-solving. Increases were also seen in the Readiness Assurance Process and peer evaluation.

At the same time, 19% did not currently allow AI but remained open to exploring it, indicating cautious adoption rather than outright rejection.

* Respondents can select more than one option for this question.

** This question is only available in 2025 and 2026. There's no comparable 2024 data.

Effort of Implementing TBL with AI



The proportion of respondents reporting reduced effort rose from 31% in 2025 to 45% in 2026, while “no change” fell from 46% to 21%.

This shift suggests that more educators are beginning to realize efficiency gains as they become more experienced in applying AI to TBL workflows.

* There's no option for “Not sure” in 2024 and 2025.



Benefits of using AI in TBL

We grouped respondents' open-text responses into themes using ChatGPT and then manually reviewed them for accuracy and context. The 2026 responses show us that the benefits experienced by users of AI largely remain the same as the previous years.

1

Efficiency & Time-Savings

AI reduces preparation and grading effort, allowing instructors to spend more time focusing on teaching.

2

Content & Assessment Quality

Using AI improves the depth, clarity, and rigor of questions, cases, and assessments.

3

Resource Discovery & Idea Generation

AI acts as a searchable “brainstorming” partner and provides up-to-date references to support lesson planning.

4

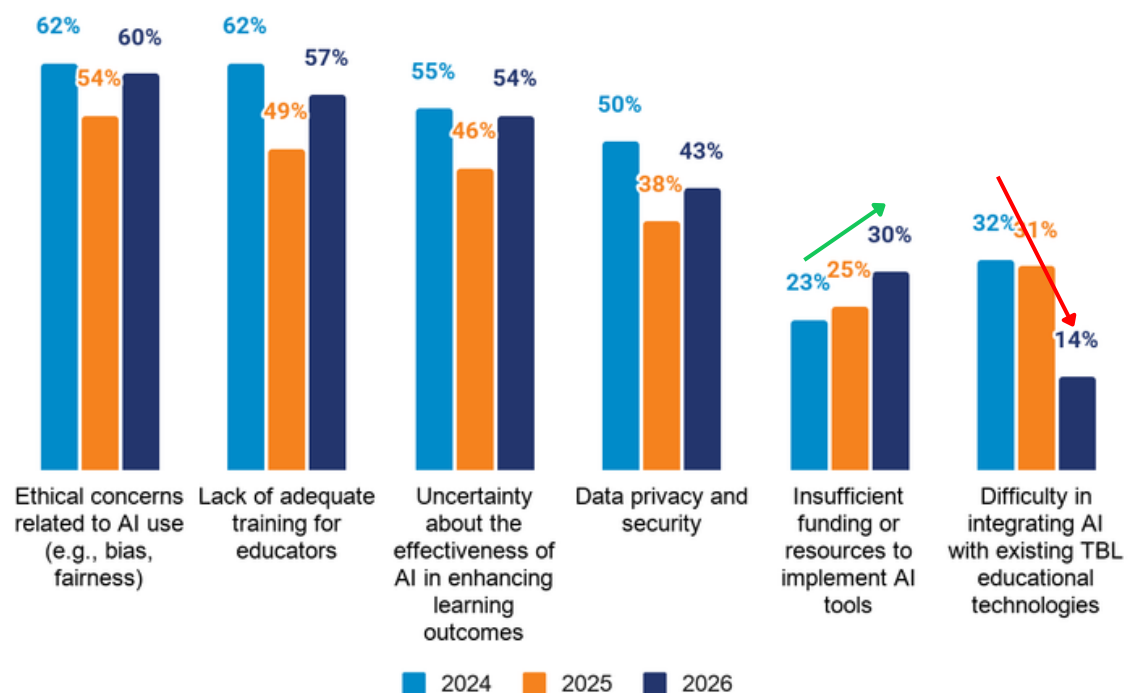
Engagement & Pedagogical Enhancement

AI boosts student buy-in, encourages higher-order thinking, and enhances feedback and collaboration within TBL.

** This question is only available in 2025 and 2026. There's no comparable 2024 data.*

05 Challenges of AI Adoption

Concerns and challenges educators face



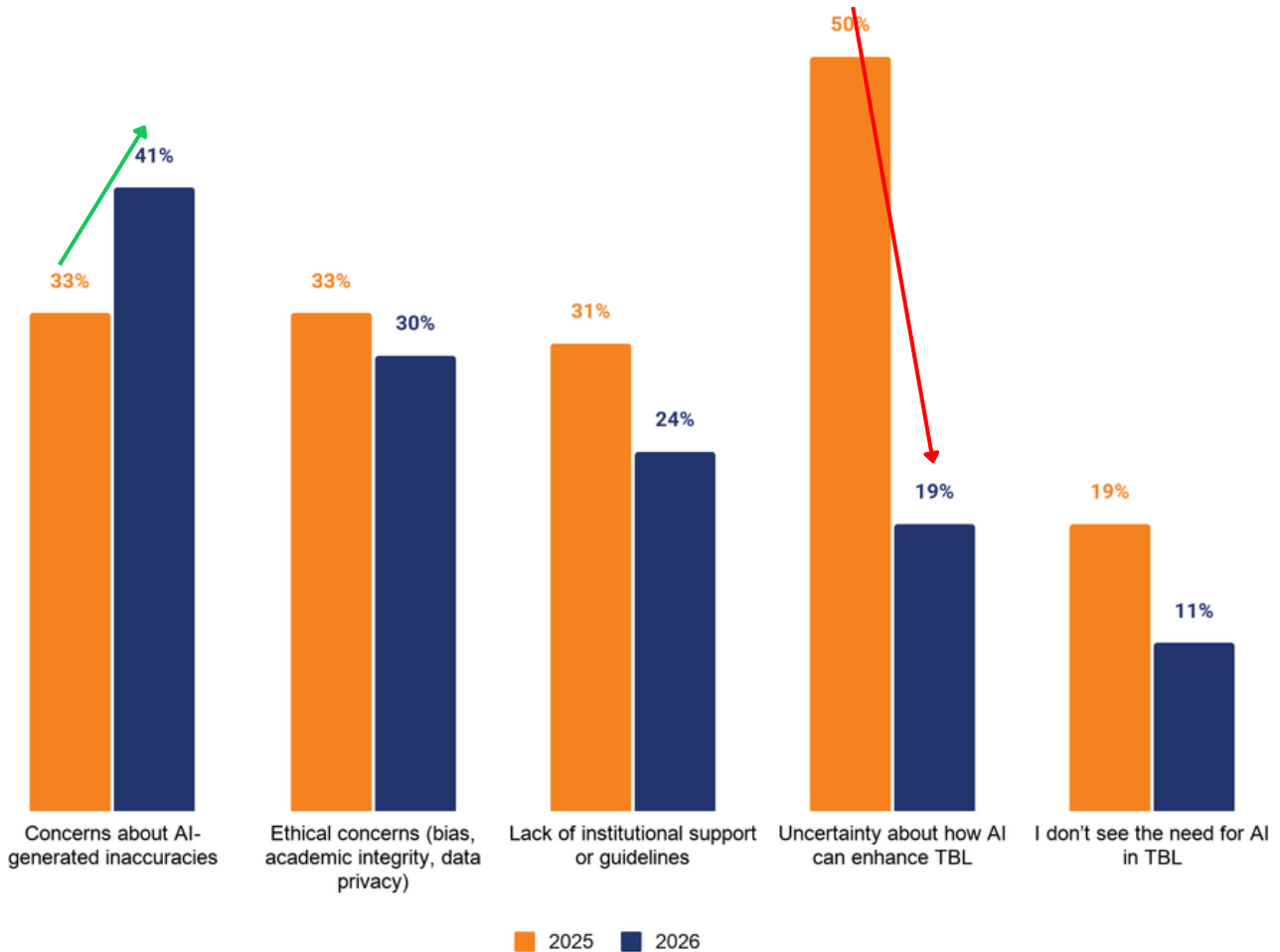
The leading challenges remained largely unchanged in 2026, with ethical concerns (60%), inadequate educator training (57%), and uncertainty about AI's impact on learning outcomes (54%) continuing to rank highest.

Difficulty integrating AI with existing TBL technologies fell sharply to 14%, suggesting that barriers are becoming less technical and more focused on pedagogy, policy, and effective implementation.

Meanwhile, insufficient funding and resources increased from 23% in 2024 to 30% in 2026, emerging as a growing constraint on adoption.

** Respondents can select more than one option for this question.*

Reasons for not using AI during TBL sessions



Concerns about AI-generated inaccuracies became the leading reason for non-use, rising from 33% in 2025 to 41% in 2026.

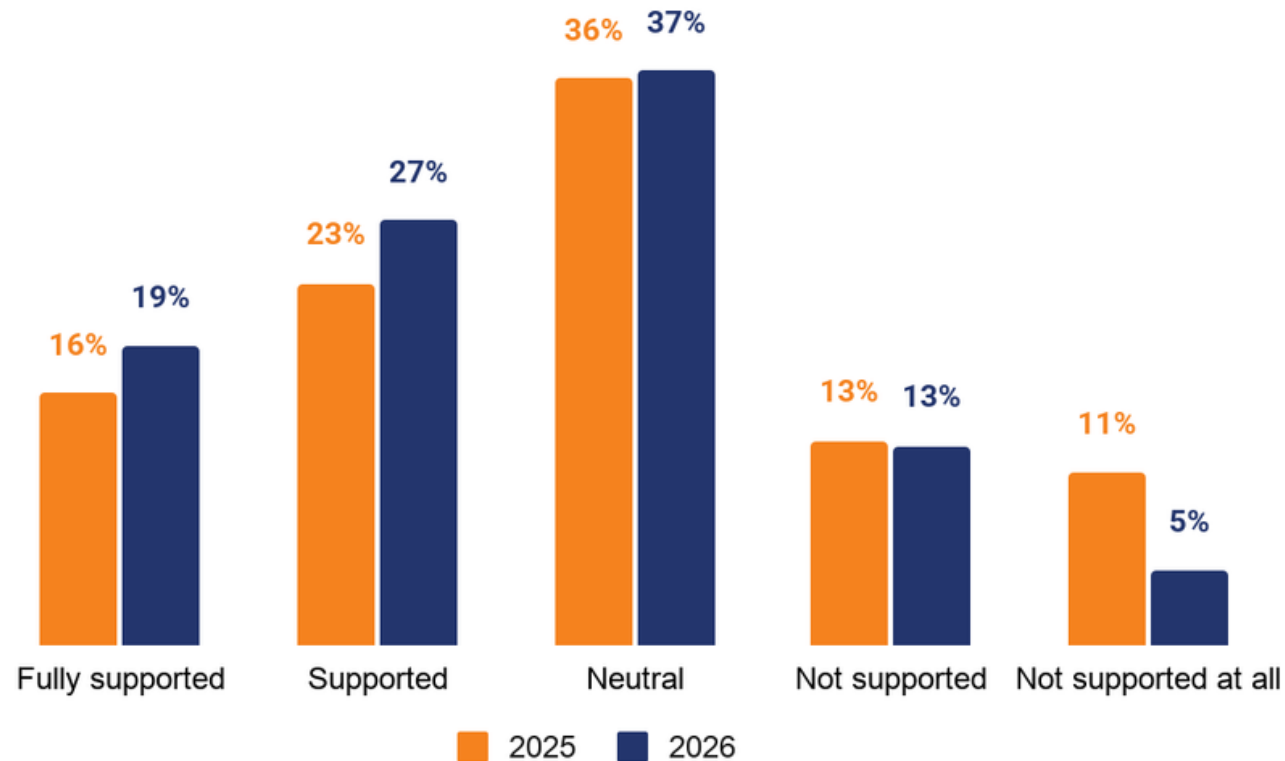
Meanwhile, uncertainty about how AI can enhance TBL fell sharply from 50% to 19%, while fewer respondents reported seeing no need for AI.

This suggests that non-users are developing clearer views: hesitation is becoming less about not understanding AI's potential and more about specific concerns over its reliability, ethics, and institutional support.

* Respondents can select more than one option for this question.

** This question is only available in 2025 and 2026. There's no comparable 2024 data.

Extent of Institutional Support

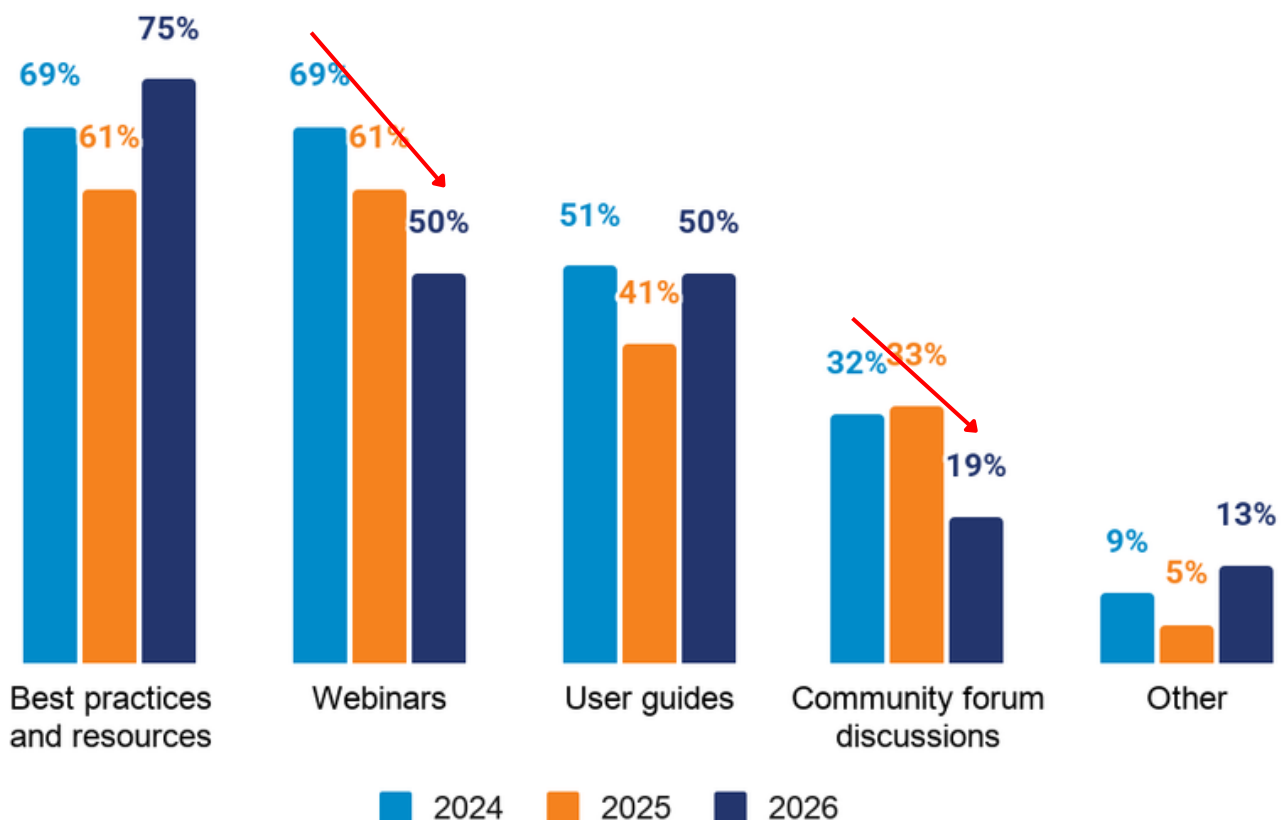


Institutional support showed modest improvement in 2026. The proportion of respondents who felt fully supported and supported increased from 39% to 46%, while those reporting limited and no support declined from 24% to 18%.

However, 37% remained neutral, suggesting that many educators may still lack clear institutional direction, guidance, or encouragement around AI use.

** This is a new question in 2025. There's no comparable 2024 data.*

Professional Development Support



Best practices and practical resources became the most preferred form of professional development support while demand for webinars and community discussions declined.

This shift may signal greater maturity in AI adoption: educators increasingly understand where AI could support TBL and now seek clear, readily implementable guidance on what to use and how to apply it.

** Respondents can select more than one option for this question.*

06 Conclusion

Summary of Findings

1

Education: Greater clarity on AI's role

TBL remains highly valued, while declining uncertainty suggests educators are forming clearer views of how AI may influence teaching, learning, and the continued value of collaborative, higher-order learning.

2

Efficiency: More tangible workflow benefits

AI use is becoming more frequent and embedded in teaching workflows, with more educators reporting reduced effort when preparing TBL materials and activities.

3

Experimentation: Broader and deeper applications

AI use among educators is expanding across assessment, content creation, student support, feedback, pre-class preparation, and Application Exercises.

4

Evolution: From restriction to responsible integration

More educators are allowing students to use AI within TBL, indicating a shift from seeking to exclude it toward designing structured and responsible uses that preserve meaningful learning.

Existing Challenges

Ranking (based on frequency of responses)	2024	2025	2026
1	Ethics	Ethics	Ethics
2	Training gaps	Training gaps	Training gaps
3	Uncertainty of impact	Uncertainty of impact	Uncertainty of impact
4	Data privacy & security	Data privacy & security	Data privacy & security
5	Difficulty integrating AI with existing technology	Difficulty integrating AI with existing technology	Insufficient funding
6	Insufficient funding	Insufficient funding	Difficulty integrating AI with existing technology

The four leading challenges remained unchanged from 2024 to 2026: ethics, educator training gaps, uncertainty about AI's learning impact, and data privacy and security.

The main shift occurred at the lower end of the rankings, where insufficient funding overtook difficulty integrating AI with existing technology. This suggests that technical integration may be becoming more manageable, while access to resources is emerging as a greater constraint on adoption.

Call to Action

	2024	2025	2026
1. Upskill Educators Deliver targeted training to close knowledge gaps and build confidence in using AI effectively within TBL environments	✓	✓	✓
2. Define Clear Guidelines Collaborate across institutions to establish ethical, practical policies for AI use that support academic integrity and student engagement	✓	✓	✓
3. Empower Responsible Student Use Teach students how to critically evaluate AI-generated outputs, use AI without bypassing reasoning, and engage meaningfully in team discussions.		✓	✓
4. Design AI use around student collaboration Explore when AI supports or weakens student collaboration, and design activities that keep discussion, decision-making, and accountability central.			✓ NEW

Three priorities have remained consistent across the survey years: upskilling educators, establishing clear guidelines, and supporting responsible student use of AI.

In 2026, designing AI use around student collaboration emerged as an additional priority with the increased permission of AI usage in TBL classrooms. Institutions should examine when AI strengthens or weakens teamwork and design activities that preserve discussion, decision-making, and individual accountability.



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