

Report on the FY2025 Student Communities Project Gathering

Date and Time	Tuesday, January 13, 2026, 10:00–12:00
Venue	Online
Organizer	GPAI Tokyo Expert Support Center

The GPAI Tokyo Expert Support Center (hereinafter, the Tokyo Center) has been implementing the Student Communities Project, with the aim of deepening consideration of the nature of responsible AI, through students taking the initiative to investigate and analyze cases of AI implementation in society and share the results of their work. On this occasion, an online gathering was held on January 13, 2026, with the objectives of sharing progress on research activities by students involved in the research in Japan and engaging in cross-disciplinary discussions on the relationship between AI and society. The gathering was attended by approximately 30 students, including project participants under the supervision of Associate Professor EMA Arisa (University of Tokyo) and students from the seminars and laboratories of Professor NAKANO Masafumi (Toyo University), Professor FUJIMOTO Masayo (Doshisha University), and Professor KATSUNO Hiroshi (Doshisha University), together with other relevant parties.

The Tokyo Center opened the gathering with welcoming remarks and an overview of this year's project. Secretary General HARAYAMA Yuko then explained that GPAI is an international framework for promoting the responsible development and use of AI, and that the Tokyo Center contributes to domestic and international discussions through expert support and the accumulation of knowledge grounded in practice. She further noted that this project, as part of these efforts, aims to develop the next generation of responsible AI professionals through student-led research, analysis, and dissemination of findings.

The opening session featured research findings on the use of AI in different fields, reported by student representatives from 3 groups. TAMURA Nagomi, NIWA Yutsuki, NAKAYASU Sakura, and YOSHIDA Natsuko from Professor Katsuno's seminar at Doshisha University reported on changes in the field of advertising creative work following the introduction of generative AI. While noting the benefits of support for idea generation and improved work efficiency, they also highlighted that originality and final judgment remain in human hands. As a future challenge, they raised the question of how young professionals can develop the criteria needed to evaluate and select AI outputs. Next, HAYASHI Sotaro from Professor Fujimoto's seminar at Doshisha University reported on research targeting academic publishers. The research revealed strong concerns about risks such as misinformation, copyright infringement, and information leakage, alongside expectations for improved work efficiency. Notably, it was suggested that full reliance on AI is difficult for tasks that call into question the expertise and accountability of editors, and that there is a need to clearly distinguish the appropriate scope of AI use. Furthermore, NISHIYAMA Yuna from the Graduate School of Public Policy at the University of Tokyo introduced efforts to develop and improve AI literacy teaching materials for high school students, created by her and fellow graduate students in Associate Professor Ema's course at the

University of Tokyo. The presentation shared the initiative of using a case-study format to enable students to practically learn about ethical challenges and agency, as well as challenges relating to implementation in educational settings.

The second session that followed saw participating students divide into 8 groups of approximately 3 to 4 people and conduct 2 rounds of breakout sessions. Prior to the sessions, participating students had prepared materials summarizing their research concisely in advance, and exchanged views on the shared themes of “Introduction to individual research” and “Key issues and insights that arose through the research.” After the sessions, the content of each group’s discussions was shared with all participants, and the perspectives of students from different research fields and backgrounds were introduced. In the plenary sharing, a wide range of points were raised, including the relationship between AI-driven improvements in work efficiency and human judgment and creativity, privacy and ethical challenges, and differences in how AI is perceived. In particular, multiple groups expressed concern that, while the convenience of generative AI is recognized, excessive reliance on its outputs may lead to uniformity in thinking and a decline in originality. There were also observations that attention to privacy protection, information management, and copyright is indispensable, alongside sharing of the situation in which measures such as the development of rules at the operational level and the use of paid plans are being put in place. Views were further exchanged on the point that assessments and perceptions of AI differ depending on the user’s experience, generation, and type of work, as well as on the importance of a user perspective at the design and implementation stages.

In closing, the supervising faculty members offered comments reflecting on the day’s proceedings. The gathering was commended as an opportunity for students from different research fields and subjects to exchange views and broaden their perspectives by deepening exchanges within the domestic community, and it was also pointed out that students’ exposure to the issues and concerns of others is serving as a catalyst for reexamining their own research and questions. It was further noted as worthy of attention that, in discussions surrounding AI, students themselves are proactively reflecting not only on technical aspects but also on ethical and societal impacts. Building on these discussions, Secretary General Harayama expressed her expectations for the students’ continued proactive efforts, and the gathering was brought to a close.



Group photo of participants (partial)