AUDEAMUS GROUP, LLC

Applied AI Weekly Brief

November 6, 2026 | Research published October 30-November 6, 2026

THIS WEEK'S JUDGMENT

For SMB clients, the next agent pilot should prove that a defined task gets done at an acceptable cost. For conversational tutoring, pair review of learner questions with independent checks of understanding. Both services need a clear test of whether the help actually worked.

01 / TIM TULLY, JOFF REDFERN, DEEDY DAS AND DEREK XIAO
MENLO VENTURES / NOVEMBER 3, 2026 / INVESTOR RESEARCH

2026: The State of Enterprise AI

Key finding. Menlo surveyed nearly 400 U.S. enterprise decision-makers. Median AI spending reached 2.2 times the previous year's level against a planned 1.8 times. The report also found limited evidence that enterprises are replacing core CRM or HR systems with AI.

Product and consulting implications. For an SMB, improve a specific workflow around its existing systems. Before quoting a recurring service, estimate cost per accepted task, including agent retries, external tools, and staff review. Set a spending cap during the pilot.

Evidence limits. Enterprise survey results are not an SMB benchmark. Market totals are modeled annualized estimates, not audited revenue. Menlo has investments in companies discussed; spending growth does not demonstrate customer return.

Read in full? Yes, selectively. Read the production-agent and methodology sections for workflow selection and budgeting; treat market sizing as context.

Original source

02 / METR / NOVEMBER 5, 2026 / EXTERNAL ASSESSMENT

Independent Assessment of AI R&D Acceleration at Anthropic in October 2026

Key finding. After an August-October review of internal data and staff interviews, METR judged that Anthropic's progress on well-specified tasks was likely running at roughly twice its earlier rate, with high uncertainty. Staff described the acceleration as primarily AI assistance, with fully autonomous contributions playing a smaller role.

Product and consulting implications. Test assisted workflows before promising an autonomous service. In a client pilot, compare completed, accepted work with the previous process and record human review time. Specify which decisions still require an experienced practitioner.

Evidence limits. This is one frontier lab, not evidence of a twofold SMB productivity gain. Attribution is uncertain, and Anthropic redacted much of the most informative evidence, limiting independent scrutiny of METR's judgment.

Read in full? Yes for delivery leads. Read the summary, empirical findings, and limitations to distinguish measured progress from subjective interpretation.

Original source

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03 / JAMES MANSBRIDGE / KAPLAN / NOVEMBER 4, 2026
PROVIDER ANALYSIS OF OBSERVED USE

What Students Ask an AI Tutor May Signal How They're Learning

Key finding. Kaplan analyzed 6,060 learner-course records in tax and accountancy. Its heaviest TutorBot users scored lower in five of six subjects. Around the pass boundary, stronger performers asked more conceptual questions; weaker performers relied more on broad explanations and direct answers.

Product and consulting implications. For an Academy tutor, review recurring question patterns alongside assessment results. Repeated requests for a complete explanation could trigger a diagnostic question or human support. Validate any flag with a reviewer before acting on it.

Evidence limits. Records are learner-course combinations, not 6,060 distinct people. This observational provider account cannot establish that AI caused lower scores; struggling learners may seek more help. It does not validate a predictive alert system.

Read in full? Yes. A short, directly relevant account of how conversation review could improve support for professional learners.

Original source

04 / EUNHYE KIM AND HUNKOOG JHO / NOVEMBER 4, 2026
JOURNAL OF SCIENCE EDUCATION AND TECHNOLOGY / JOURNAL ARTICLE

Student-Initiated Questioning in LLM-based Physics Tutoring: Metacognitive Regulation and Dialogic Uptake

Key finding. In a study of 18 Korean undergraduates, researchers analyzed 112 spontaneous questions during thermodynamics tutoring. Questions that checked ongoing understanding were associated with richer dialogue. The analysis concerns selected student-initiated exchanges, not engagement across every interaction.

Product and consulting implications. Let learners interrupt the tutor to question assumptions, check a step, or challenge an answer. Include occasional invitations to ask questions, then test understanding on a fresh problem without assistance.

Evidence limits. This small, text-only study had no comparison condition or demonstrated long-term learning gain. Only 64.5% of generated problems matched expert judgments of appropriate difficulty, reinforcing the need to review teaching content.

Read in full? Yes for tutor designers. Read the dialogue examples, methods, and limitations for concrete interaction patterns and content-quality checks.

Original source

NEXT PRODUCT TEST

For one Academy lesson, have a reviewer classify requests for targeted help versus complete solutions. Compare those patterns with performance on a fresh, unaided problem. Use the result to refine prompts before introducing automatic learner-risk alerts.

Research notes: Publication dates were verified on publisher pages; Menlo's date is listed in its reports index. Implications and proposed tests are Audeamus analysis. Publicly indexed Scribd searches yielded no additional qualifying source; subscription-only material was not reviewed.

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