

Research Article

ROLES OF TEACHERS IN PROMOTING RESPONSIBLE AI USE IN HIGHER EDUCATION: A PHENOMENOLOGICAL STUDY OF COLLEGE STUDENTS

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Abstract

Artificial Intelligence (AI) tools such as ChatGPT are increasingly used by students in higher education, raising questions about academic integrity and responsible technology use. Despite growing interest in AI in education, limited research examines how teachers guide students toward responsible AI practices in the classroom. This study aimed to explore college students' perceptions of the roles teachers play in promoting responsible use of AI in academic settings. A qualitative phenomenological design was employed to capture students' lived experiences regarding AI use in the classroom. Semi-structured interviews were conducted with eight college students from the Department of Professional Education at Saint Louis University who reported prior experience using AI tools such as ChatGPT. Data were analyzed using thematic analysis to identify recurring patterns in participants' responses. Findings revealed three key teacher roles in guiding responsible AI use: (1) establishing policies and guidelines for AI use, (2) providing alternative learning resources beyond AI tools, and (3) designing authentic and performance-based assessments that reduce misuse of AI-generated outputs. The study highlights the importance of teacher guidance in shaping ethical AI practices in higher education. The findings contribute to emerging discussions on AI literacy and responsible technology integration in teaching and learning. Practical implications for educational policy and classroom practice are discussed.

Keywords: Artificial Intelligence, Education, Responsible Use, ChatGPT, Teacher's Role

Introduction

Artificial Intelligence (AI) has rapidly become integrated into many sectors of society, including healthcare, business, government, and education. This widespread adoption has contributed to what scholars describe as an “algorithmic society,” where automated systems increasingly influence decision-making and knowledge production (Kaur et al., 2022). In the field of education, AI technologies have begun to reshape teaching and learning practices by providing new digital tools that support instruction, research, and academic tasks.

AI refers to computer systems designed to perform tasks that typically require human intelligence, such as pattern recognition, language processing, and decision-making (Mahmoud, 2020; Zarrouki & Falata, 2020). During the COVID-19 pandemic, the use of digital learning technologies accelerated significantly, allowing teachers and students to explore the potential of AI-driven tools in educational contexts. While these technologies offer benefits such as faster access to information and personalized learning support, they also raise concerns related to academic integrity, reliability of information, and ethical use in academic work (Aloisi, 2023; Arbelaez-Ossa et al., 2023; Ursani & Ursani, 2023). As AI tools become more accessible, educators are increasingly challenged to guide students in using these technologies responsibly within learning environments. Teachers therefore play an important role in shaping how students engage with emerging technologies in the classroom. Beyond delivering instructional content, teachers act as facilitators who support students in developing critical thinking, responsible digital practices, and independent learning skills. In contemporary digital learning environments, educators are expected to integrate technological resources effectively while maintaining academic integrity and meaningful learning outcomes (Fitria & Suminah, 2020; Nawi et al., 2015). Teachers who effectively incorporate technology into instruction can enhance student engagement and improve learning outcomes (Boel et al., 2023; Nawi et al., 2015, as cited in Nguyen, 2023).

Despite the availability of various online resources, teachers remain essential in guiding students toward credible sources of information and responsible academic practices. In the context of increasing access to AI-based tools, educators must not only adapt to new technologies but also help students understand the ethical and academic implications of using such tools in their learning processes.

A. A Comprehensive Analysis of ChatGPT’s Merits and Drawbacks

The integration of technology in classroom instruction has become increasingly inevitable in modern education. Among emerging artificial intelligence tools, ChatGPT has gained significant attention for its potential applications in teaching and learning. Researchers and institutions have begun exploring its capabilities in educational contexts, particularly in supporting student learning and instructional activities (Kostka & Toncelli, 2023; Lo, 2023). One of the key features of ChatGPT is its ability to generate text responses based on user prompts, enabling it to provide immediate feedback and assistance for various academic tasks (Sallam, 2023, as cited in Baskara & Mukarto, 2023; Atlas, 2023). This capability allows ChatGPT to function as a supplementary learning tool that can assist students in understanding complex topics, generating ideas, and practicing problem-solving activities (Baskara & Mukarto, 2023; Su & Yang, 2023).

Several studies highlight potential benefits of ChatGPT for students. The tool can provide individualized tutoring and timely feedback that supports self-directed learning and academic engagement (Rospigliosi, 2023; Luo et al., 2023). Its ability to respond to queries in multiple languages also enables students to access immediate explanations and learning assistance (Mhlanga, 2023; Sok & Heng, 2023). Furthermore, ChatGPT can support metacognitive development by encouraging students to reflect on their learning processes and improve their academic performance (Adiguzel et al., 2023; Chiu et al., 2023). Interactive conversational capabilities may also help students strengthen communication skills, engage in debates, and develop critical thinking abilities (Cotton et al., 2023; Farrohnia et al., 2023).

Despite these benefits, the use of ChatGPT in education raises several concerns. One major issue involves academic integrity, as the ability of AI systems to generate written outputs may increase the risk of plagiarism or academic dishonesty (Cotton et al., 2023). Some scholars have even described ChatGPT as a form of “high-tech plagiarism,” raising questions about its impact on traditional learning and assessment practices (Stewart, 2023, as cited in Kostka & Toncelli, 2023). Ethical issues related to data privacy, potential bias in AI-generated responses, and the reliability of AI-produced information have also been widely discussed in recent literature (Yu, 2023). In addition, researchers note that AI-based interactions cannot fully replace meaningful teacher-student engagement, which remains essential for effective learning (Chan & Tsi, 2023; Lo, 2023).

B. Unveiling the Limitations of ChatGPT

Like other artificial intelligence technologies, ChatGPT also has several limitations that may affect its reliability and educational value. Cheng (2023) identified key limitations including computational constraints, inaccurate or misleading responses, and limited reasoning capabilities. For instance, ChatGPT may generate incorrect answers when handling complex mathematical expressions or scientific computations due to its nature as a language-based model.

Another concern involves the potential generation of inaccurate or biased information. Because ChatGPT relies on large datasets drawn from various sources, its responses may reflect incomplete or biased data (Zhou et al., 2023). This raises concerns about the potential spread of misinformation, particularly when AI-generated responses are used in academic contexts (Liebrenz et al., 2023).

Academic integrity is another major issue associated with AI-generated content. Since ChatGPT produces responses based on patterns in existing texts, the use of AI-generated outputs in academic writing may lead to unintentional plagiarism or misuse of information if not carefully verified by users (Noonpakdee, 2023). In addition, scholars have noted that ChatGPT often lacks deeper reasoning and critical understanding, producing responses that may appear coherent but remain superficial or contextually limited (Farrokhnia et al., 2023; Anderson et al., 2023; Arif et al., 2023).

The use of ChatGPT also raises broader ethical concerns related to misinformation, bias, and responsible user behavior (Dwivedi et al., 2023, as cited in Noonpakdee, 2023). Other limitations include repetitive responses, sensitivity to prompt wording, and difficulties in interpreting ambiguous instructions

(Gao et al., 2023, as cited in Noonpakdee, 2023). These concerns highlight the importance of critical evaluation and responsible use when integrating AI tools into academic environments.

Despite the growing number of studies examining artificial intelligence in education, much of the existing literature focuses primarily on technological capabilities or potential impacts on learning outcomes. Comparatively fewer studies explore how teachers guide students in using AI responsibly within classroom contexts. In particular, limited research examines students' perspectives on the roles teachers play in regulating, guiding, and integrating AI use in academic environments.

This study contributes to the emerging literature on artificial intelligence in education by examining college students' perceptions of teachers' roles in promoting responsible AI use in the classroom. By analyzing students' lived experiences, the study identifies key pedagogical strategies teachers use to regulate AI use, guide ethical practices, and design learning activities that encourage responsible technology use. The findings aim to provide insights that may inform classroom practices and institutional policies on AI integration in higher education.

Therefore, this study aims to explore students' perceptions of the roles teachers play in promoting the responsible use of artificial intelligence in the classroom. Specifically, the study seeks to answer the following research question: What roles do teachers play in promoting the responsible use of artificial intelligence among college students?

Conceptual Framework

This study is grounded in the concept of AI literacy and responsible technology use in education. AI literacy refers to the ability of learners and educators to understand, critically evaluate, and ethically use artificial intelligence tools within learning environments. Teachers play a critical role in shaping students' AI practices through instructional guidance, classroom policies, and assessment design.

The conceptual framework of this study assumes that teacher guidance influences students' responsible AI use through three mechanisms:

1. Establishing policies and guidelines for AI use
2. Providing learning resources beyond AI tools
3. Designing authentic assessments that encourage independent learning

These mechanisms influence how students interpret and apply AI tools within academic work.

Research Methodology

Research Design

This study employed a qualitative phenomenological research design to explore students' lived experiences regarding teachers' roles in promoting the responsible use of artificial intelligence (AI) tools, particularly ChatGPT, in higher education. Phenomenology seeks to understand how individuals interpret and give meaning to their lived experiences related to a particular phenomenon. In this study, the phenomenon of

interest is the role of teachers in guiding students toward the responsible and ethical use of AI technologies in academic contexts.

The research followed a Husserlian descriptive phenomenological approach, which aims to describe participants' experiences as they are perceived, without imposing external interpretations or theoretical assumptions. This approach enables researchers to capture the essence of participants' experiences by focusing on their perceptions and interpretations of a shared phenomenon. Phenomenological inquiry is appropriate for studies that seek to understand human experiences from the perspectives of individuals who have directly encountered the phenomenon. Creswell (2009) explains that phenomenology explores how individuals describe and experience a particular phenomenon, while Maxwell (2013) notes that it aims to uncover the essential meanings of experiences through participants' perceptions and interpretations.

Guided by this approach, the study examined college students' experiences in using AI tools such as ChatGPT for academic tasks and explored their perceptions of how teachers guide responsible AI use in academic work.

Research Sampling

The study employed purposive sampling, a technique commonly used in phenomenological research to select participants who have direct experience with the phenomenon being studied (Patton, 2002; Creswell & Plano Clark, 2011). Participants were college students who had prior experience using artificial intelligence tools, particularly ChatGPT, in their academic activities. Selecting AI users was necessary because the study aimed to explore students' lived experiences with AI-assisted learning and their perceptions of how teachers guide responsible AI use. Students who had not used AI tools would not be able to meaningfully reflect on teacher guidance related to AI practices. Therefore, selecting participants with prior AI experience ensured that the data collected were relevant to the research objectives and grounded in actual user experiences. Saint Louis University (SLU) provides a relevant context for examining responsible AI use in higher education because it is a comprehensive private university where digital technologies and online learning platforms are actively integrated into academic instruction. As AI tools such as ChatGPT become increasingly accessible to university students, SLU represents a typical higher education environment where students engage with emerging technologies while teachers attempt to maintain academic integrity and meaningful learning outcomes. Examining students from this institutional setting provides insight into how teacher guidance shapes responsible AI practices within contemporary university classrooms.

Participants and Research Setting

Table 1: *Participant Profile*

Participant Code	Age	Sex/Gender	Year Level	Program	Prior AI Use
P1	20	Male	4 th year	BSEd	ChatGPT, Grammarly
P2	21	Male	4 th year	BSEd	ChatGPT
P3	21	Male	4 th year	BSEd	ChatGPT
P4	20	Male	4 th year	BSEd	ChatGPT
P5	21	Female	4 th year	BSEd	ChatGPT
P6	22	Female	4 th year	BSEd	ChatGPT, AI writing tools
P7	21	Female	4 th year	BSEd	ChatGPT
P8	20	Female	4 th year	BSEd	ChatGPT

The study consisted of eight (8) participants from Saint Louis University - Department of Professional Education. Palmer et al. (2010) mentioned that to provide rich experience data for analysis, the optimal number of participants in a qualitative phenomenological study can vary, but it usually falls from five (5) to 15. Lester (1999) also stated that the ideal number of participants in a qualitative phenomenological study can be small, even a single participant, to deeply understand subjective experiences and perspectives, as per the phenomenological approach. College students were the selected respondents for this study because the use of ChatGPT is prevalent nowadays at the Tertiary Level. As mentioned by S. Das and JV (2024), ChatGPT is frequently utilized in various fields, such as higher education, K–12 education, and improving practical skills. Keeping in view its popularity and its rapid application in different contexts and specifically in higher education, an attempt has been made to explore its usage perception among higher education students in terms of its academic usage, benefits, limitations, acceptance factors, and ethical considerations (S. Das & JV, 2024).

Materials and Instrumentation

The research materials and instruments comprised voice recording devices, personal computers, and cellphones for online or mobile communication and encoding. With participants' consent, all interviews were audio-recorded and later transcribed verbatim for analysis. Field notes were also taken during interviews to capture contextual observations. One may opt to take field notes, use a recording device, or both (Tessier, 2012). The interview structure was based on Jacob's (2012) suggestions, which included consent for permission, recording, and focused interchange via a protocol. The researchers decided to conduct the interviews using Multichannel Meeting: Communicating through voice, video, text, and shared apps, and connecting by computer or mobile device (Salmons, 2010). Moreover, the questions that were used were validated by the University Research Ethical Committee, following specific format for interview and privacy guidelines.

The semi-structured interview guide included open-ended questions designed to explore students' experiences with artificial intelligence tools in academic contexts. Sample interview questions included:

1. How do you use AI tools such as ChatGPT in your academic tasks?
2. What benefits and challenges have you experienced when using AI tools in your studies?
3. How do teachers influence or guide the responsible use of AI in your academic work?

Follow-up probing questions were used when necessary to clarify responses and obtain deeper insights into participants' experiences.

Data Gathering Procedure

After determining the participants for this study, the researchers prepared a consent letter sent for all the participants entailing their approval of their participation and considering the privacy and the rights of the participants. The researchers and participants' agreement of the schedule and medium of communication such as phone calls, google meet, messenger, zoom, or physical interview were also taken into consideration. In this study, google meet was utilized. Each interview lasted approximately 30–45 minutes and was conducted in a quiet environment. With participants' consent, interviews were audio-recorded and later transcribed for analysis.

Data were collected through semi-structured interviews, which served as the primary data collection method. The interviews were guided by an interview protocol designed to explore students' experiences with artificial intelligence tools and their perceptions of teachers' roles in promoting responsible AI use. The interview guide ensured consistency across interviews while allowing participants to elaborate on their experiences.

The interview guide was reviewed by the SLU Research Ethical Committee to ensure its credibility, validity, and its alignment to the research objectives. During the interviews, the researchers used audio recorders and field notes to document participants' responses and contextual observations. In addition to this, the researchers provided subsequent inquiries that enabled them to obtain more comprehensive responses and information. Data saturation was achieved when no new themes emerged during the final interviews.

Ethical Considerations

Ethical clearance for this study was obtained from the Saint Louis University Research Ethics Committee on April 22, 2024, prior to data collection. Informed consent was secured from all participants before the interviews were conducted. Participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw from the study at any time without penalty. To ensure confidentiality, participants were assigned codes (e.g., Participant 1, Participant 2), and no identifying personal information was included in the transcripts or research report.

Data Analysis

The study utilized thematic analysis to analyze the data gathered from the interviews. Thematic analysis, as reiterated by Dawadi (2020), is a qualitative research method that researchers use to systematically organize and analyze complex data sets. Additionally, it is a search for themes that can capture the narratives available in the account of data sets. This can be applied to different types of qualitative data such as interviews, focus group discussion, and open-ended survey responses. It also follows key phases including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing reports (Dawadi, 2020).

First, all of the answers were compiled and meticulously read and analyzed while also listing down the terms that are closely associated with the role of teachers in promoting responsible use of artificial intelligence (AI). Second, after familiarizing themselves with the data, the researchers systematically code the data by labeling them. Third, these codes were organized into broader themes before they were brought together and will be used to explain various concepts concerning the research.

To ensure a rigorous analytic process, the researchers repeatedly reviewed the interview transcripts to achieve familiarity with the data. Initial codes were generated inductively from participants' statements rather than imposed beforehand. The researchers then compared codes and discussed differences in interpretation before grouping related codes into broader candidate themes. These candidate themes were reviewed against the entire dataset to ensure that they accurately represented the participants' responses. An audit trail was maintained through coding notes, theme development memos, and transcript comparisons. The final themes were agreed upon by the researchers and were supported by representative quotations from the participants.

To minimize researcher bias, the study employed several strategies. First, bracketing was practiced, wherein researchers consciously set aside their personal assumptions about AI use in education during data interpretation. Second, peer debriefing was conducted among the research team to discuss coding decisions and interpretations of themes. Third, independent coding was performed during the initial analysis phase before researchers compared and reconciled coding results. These procedures strengthened the credibility and rigor of the thematic analysis.

Trustworthiness

To ensure the credibility and reliability of the findings, the study followed the criteria of Lincoln and Guba (1985). Credibility was established through member checking, where participants reviewed summarized interpretations of their responses. Dependability was supported through an audit trail documenting the data analysis process. Confirmability was maintained by grounding interpretations in direct participant quotations. Transferability was enhanced through detailed descriptions of the research context and participants.

Research Finding

The thematic analysis generated three interrelated themes that describe how college students perceive teachers' roles in promoting responsible AI use in higher education: (1) teachers as policy setters for responsible AI use, (2) teachers as resource providers for information literacy and independent learning, and (3) teachers as designers of authentic assessment. These themes reflect how students understand teacher guidance not merely as restriction, but as a form of ethical and pedagogical scaffolding that shapes how AI is used in academic work.

Theme 1. Teachers as Policy Setters for Responsible AI Use

Participants consistently described teachers as central figures in establishing boundaries for acceptable AI use in academic tasks. Rather than advocating a complete ban on AI tools, students emphasized the importance of clear guidelines that define when and how AI may be used in coursework.

One participant explained: *"Strict rules or restrictions should be implemented when students are allowed to use AI. For example, students can use AI tools like Grammarly for fixing grammar errors, or ChatGPT for generating creative titles. In that way, teachers consider the advantages of AI but monitor them through clear limitations."* (Participant 2)

Another participant stated: *"Since the use of AI is inevitable anyway, teachers should allow it but limit when it can be used in the classroom—for instance, setting a specific day for AI use."* (Participant 4) Similarly, one student noted: *"Teachers and school administrators must create policies on how students can use AI during their academic journey to ensure quality learning."* (Participant 8)

These responses suggest that students do not view responsible AI use as solely dependent on individual self-control. Instead, they perceive it as shaped by classroom-level regulation and institutional expectations. Teachers are therefore seen not only as facilitators of learning but also as frontline policy actors who translate academic integrity concerns into practical classroom rules. Overall, this theme indicates that responsible AI use begins with teacher-led boundary setting that clarifies acceptable assistance while preventing misuse.

Theme 2. Teachers as Resource Providers for Information Literacy and Independent Learning

A second theme highlights the expectation that teachers guide students toward credible academic resources and reduce overdependence on AI-generated information. Participants emphasized that responsible AI use involves developing the ability to verify information, consult reliable sources, and engage in independent learning.

One participant stated: *"Teachers must show students how to use different resources such as peer-reviewed journals and other academic references, while applying proper citations."* (Participant 6)

Another participant explained: *"Teachers should present various references that help students verify the information they obtain. This helps students practice information literacy and avoid biased or unreliable sources."* (Participant 8)

A third student added: *“Teachers can still integrate AI, but they should emphasize the importance of using other meaningful references.”* (Participant 7)

These responses indicate that students associate responsible AI use with strong information literacy practices. Teachers are viewed as essential guides who help students distinguish between convenient AI-generated answers and credible scholarly sources. By introducing curated references and verification strategies, teachers encourage students to move beyond passive AI reliance and develop more critical and independent learning practices.

Theme 3. Teachers as Designers of Authentic Assessment

The third theme highlights students’ perception that teachers promote responsible AI use by designing assessment tasks that require personal understanding and contextual application. Participants believed that activities emphasizing critical thinking and real-world engagement reduce reliance on AI-generated outputs.

One participant shared: *“Teachers should limit activities done outside the classroom to ensure that students are not relying on AI tools when completing essays or written assignments.”* (Participant 8)

Another participant explained: *“There should be assessments that allow teachers to see students’ own ideas without using AI. Activities that involve real-world scenarios can help develop critical thinking.”* (Participant 6)

A third participant stated: *“Teachers should provide real-life opportunities such as mock tests to evaluate students’ knowledge. In board examinations, AI will not assist us—we will be on our own.”* (Participant 3)

These responses suggest that assessment design functions as an important strategy for managing AI use in educational settings. Rather than relying solely on detection or punishment, teachers can reduce misuse by creating tasks that prioritize application, reflection, and authentic demonstration of learning. In this way, authentic assessment encourages student ownership of learning while discouraging excessive reliance on AI-generated responses.

Taken together, the three themes suggest that students perceive teachers’ roles in responsible AI use as simultaneously regulatory, instructional, and pedagogical. Teachers guide responsible AI practice not only by setting limits, but also by equipping students with alternative resources and designing learning tasks that reward authentic engagement. These roles indicate that responsible AI use in higher education is shaped through classroom structures, not merely through individual student choice.

Discussion

The findings of this study suggest that college students perceive teachers’ roles in responsible AI use as extending beyond traditional instruction. Rather than acting solely as content deliverers, teachers are viewed as mediators who guide how students engage with artificial intelligence technologies in academic contexts. The results support the study’s conceptual framework, which proposed that responsible AI use is shaped

through three interconnected forms of teacher support: policy guidance, resource provision, and authentic assessment design.

The first theme indicates that students value clear classroom guidelines regarding AI use rather than strict prohibition. Participants viewed structured rules as helpful in clarifying acceptable practices and preventing misuse of AI-generated outputs. This suggests that responsible AI use is more likely to emerge when teachers translate institutional concerns about academic integrity into practical classroom expectations. In this sense, teacher guidance functions as a form of classroom-level AI governance that students interpret as supportive rather than restrictive.

The second theme highlights the importance of information literacy in responsible AI use. Students expected teachers not only to regulate AI use but also to expose them to credible academic resources and verification practices. This finding suggests that responsible AI use involves more than understanding AI capabilities; it also requires the ability to critically evaluate information and move beyond AI-generated responses when engaging with scholarly work.

The third theme emphasizes the role of authentic assessment in addressing challenges associated with generative AI. Students perceived that real-life tasks, in-class activities, and performance-based assessments encourage deeper understanding and reduce reliance on AI-generated outputs. This suggests that promoting responsible AI use involves not only regulating technology but also redesigning assessment practices to emphasize original thinking and contextual application.

These findings can be interpreted through the lens of AI literacy and responsible technology use in education. Teachers appear to support responsible AI use in three interconnected ways: by establishing policies that regulate AI use, by strengthening students' critical evaluation of information sources, and by designing assessments that prioritize authentic demonstration of learning. From this perspective, responsible AI use is not solely an individual student competency but a socially guided practice shaped through teacher mediation within the classroom environment.

Proposed Conceptual Model of Teachers' Roles in Responsible AI Use



Figure 1: Teachers' structured support shapes students' responsible AI practices in higher education

Based on the findings, the study proposes a three-part conceptual model of teachers' roles in responsible AI use in higher education. In this model, teachers function as policy setters who establish

acceptable boundaries for AI use, resource providers who promote information literacy and reduce overreliance on AI-generated content, and designers of authentic assessment who create learning activities that require personal understanding and original engagement. Together, these roles shape responsible AI practices by linking ethical guidance, cognitive support, and pedagogical design within the classroom.

Conclusions

This study examined college students' perceptions of teachers' roles in promoting responsible artificial intelligence (AI) use in higher education. The findings indicate that students perceive teachers as policy setters, resource providers, and designers of authentic assessment. These roles demonstrate that responsible AI use is not solely dependent on student self-regulation but is shaped by pedagogical guidance, access to credible academic resources, and assessment practices that encourage original work.

The study contributes to ongoing discussions on AI literacy in education by emphasizing the continued importance of teacher mediation in technology-integrated classrooms. The findings suggest that responsible AI use emerges through structured teacher guidance that connects ethical expectations, information literacy, and authentic learning activities. As higher education institutions increasingly adapt to generative AI technologies, teachers remain central in ensuring that AI use supports meaningful learning and academic integrity.

Limitations

This study has several limitations. First, the research involved only eight participants from a single department within one university, which limits the transferability of the findings to other educational contexts. Second, participants were students who had prior experience using AI tools such as ChatGPT; therefore, the perspectives of non-users were not captured. Finally, as a qualitative phenomenological study, the research focused on understanding lived experiences rather than producing generalizable conclusions. Future studies may benefit from broader participant samples and multiple institutional contexts.

Suggestion

Practical Implications

Teachers may promote responsible AI use by establishing clear classroom guidelines on acceptable AI practices. In addition, educators can reduce overreliance on AI by introducing credible academic resources, modeling source verification, and designing learning activities that require analysis, reflection, and personal engagement. Authentic and performance-based assessments may further encourage students to demonstrate original understanding rather than rely on AI-generated responses.

Policy Implications

Higher education institutions may consider developing clear institutional guidelines that support responsible AI integration rather than simple prohibition. Such policies may include AI disclosure expectations,

ethical-use statements in course syllabi, and professional development opportunities that support faculty in integrating AI responsibly into teaching and assessment practices.

Research Implications

Future research may explore how students and teachers across different disciplines and institutions perceive responsible AI use in educational contexts. Comparative or mixed-method studies with larger participant groups may help examine the broader applicability of these findings and investigate how institutional policies influence classroom practices and students' AI-use behaviors.

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