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Department of English
Section of English**

Ethical considerations of using AI in education : Case of Master 1 didactics students in the department of English at the University Of Tlemcen

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Declaration

We hereby declare that this is our own original work. All sources and references used have been acknowledged and cited in the bibliography. We also certify that this study does not contain any plagiarism. This research has not been submitted in any shape or form, for the award of any diploma at this or any other institution. All data were collected and analyzed in an honest way.

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Signature:

Dedications

We dedicate this work to our parents who gave us inspiration and motivation through their love and support.

To our dearest friends who we spent endless of unforgivable memories together and encouraged us to be who the best version of ourselves.

Acknowledgements

We would like to express our sincere gratitude to our supervisor Prof. Benmostefa Nawal for her assistance and continuous guidance.

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To all students who participated in this study and helped in the making of this research.

Abstract

This research aims to explore the ethical considerations that arise among EFL Master 1 Didactics students at The University of Tlemcen. It also aims to test their awareness of ethical issues when using AI in their academic work. The data were collected using an online questionnaire and a test. For analyzing data, the mixed method approach was conducted. A sample of 85 Students was selected as the target population. The findings of the online questionnaire showed that students had a positive level of awareness regarding the ethics of using AI, not only that but some of them even showed fear of falling into ethical issues such as misinformation and plagiarism. The test results showed that students had mixed opinions about the use of AI academically. The researchers recommended that universities should establish strict rules regarding the use of AI in education, defining when the use of AI is acceptable and when it is not. The researchers also mentioned that students should be aware of the risks of using AI before using it, like falling into ethical problems like plagiarism and misinformation. In conclusion, the study emphasizes the ethical awareness of using AI in education as well as testing students' attitudes toward the ethical issues that arise.

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List of Acronyms

AI: Artificial Intelligence

GPT: Generated Pre-Trained Transformer

EFL: English As A Foreign Language

General

Introduction

General Introduction

Artificial Intelligence (AI) has experienced significant expansion in the field of education. It is changing the ways students learn and teachers instruct. AI keeps the promise of developing education and making it more efficient. But although it can be a helpful tool this does not mean it cannot be used in a way that would make us question the integrity of students. If not used correctly, AI can lead to ethical issues regarding education such as plagiarism, bias and lack of academic integrity. There is also the risk of students becoming dependent on AI, which leads to falling into more complex issues.

This research focuses on first year master 1 students' attitude towards the ethics of using AI in education. While there are a growing number of studies regarding this issue, it is still an ongoing issue that needs to be addressed and investigated. This study explores students' attitudes towards the integration of ethics when using AI in education.

The objectives of this study aim to discover how students engage with AI in academic settings. Specifically, the study aims to discover the ethical issues students face when using AI tools, such as plagiarism and fairness, as well as testing their academic integrity. Furthermore, the researchers aim to explore whether students view the use of AI in academic settings as cheating.

In order to discuss the aims and objectives of this research, the researchers raised the following questions:

- 1/ What ethical concerns arise from students when they complete assignments or tasks using AI?
- 2/ Do students consider the use of AI to do their work as cheating?

The following hypotheses were proposed as answers to these questions:

- 1/ Students are going to be concerned with ethical problems like plagiarism and overdependence since AI tools became widely available
- 2/ Students might think AI tools are considered as cheating but only in specific scenarios. In other scenarios, students might think of it as cheating at all.

The data collection was carried out using two research instruments: an online questionnaire, and a test. The exploratory research design was adopted to investigate students' perspective towards ethics of using AI. A descriptive analytical approach was used to explore the findings of the study. The results were presented in texts and figures.

This research is separated into two chapters. The first chapter focuses on the literature review which discusses the major ethical issues students face when using AI in education, as well as students' perceptions and the development of AI detection tools. And the second chapter presented the methods that were used to collect the data as well as the data analysis to understand students' views and test the hypotheses of the study.

Chapter one:
Literature Review

CHAPTER 1: Literature Review

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1.1. Introduction

The evolution of artificial intelligence (AI), especially with the most used languages like ChatGPT can be seen both as a lead to a promising educational system, and a source of danger in the field of education. AI models like ChatGPT were made and designed by open AI. They offer many opportunities for learning and academic support. In recent years there have been many talks about integrating AI into the classroom. With the goal of making the student reach his highest potential and optimal effectiveness. Students now can generate essays, articles and solve difficult problems.

This chapter reveals an overview of the ethical themes of using AI in education. It focuses on learning and academic work. in the following section researchers explore common issues such as transparency and disclosure of AI, the implications for academic integrity and fairness regarding students' unequal access to different AI tools. This chapter also navigates first year master students' perceptions of using AI in educational context. It highlights the difference between reliance and autonomy following influence of cultural beliefs on their attitudes against AI assisted learning. In addition, it targets the implications for academic polices globally and within Algerian context including ongoing arguments and debates about regulating AI use in academic purposes and the need for AI ethics education. Lastly, the chapter outlines current gaps and future directions focusing on the development of AI detection tools and the need for balanced and honest practices.

1.2. Ethical Themes in the Use of AI in Learning

As AI is increasingly being found in educational institutions, there is a need to discuss the numerous ethical issues that come up when AI is being used for learning. While AI does, in fact, aid students in doing assignments, it also questions transparency, academic honesty, and fairness. There are those who suggest that students should be made to report the use of AI, while others wonder if the utilization of AI tools is cheating.

Further, uneven access to AI technology is likely to produce differences among the students. The following section examines such ethical issues and how these affect academic research. One of the major issues surrounding the use of AI in academics is transparency and

disclosure. With increasingly sophisticated AI tools now being offered, it is not easy for educators and teachers to identify whether their students have been using AI for doing their assignments or not. This also raises the question of whether students must report the use of AI tools. Reporting can promote academic integrity and prevent students from using AI tools to do assignments instead of learning the material themselves. It can also enable instructors to better understand the capabilities and limitations of AI as well as their students so that they can adapt their teaching accordingly. On the other hand, some people think that disclosing their use of AI is considered as an invasion of their privacy, especially if it was used for simple tasks such as checking their grammar.

Moreover, making disclosure compulsory can push students away from using AI tools even when it would be beneficial to their learning experience. Academic integrity and cheating are among the major concerns about AI usage in academic environments. With the growing power of AI tools, it is simple for students to utilize them to write essays or even entire assignments and submit them without exerting effort in doing so. The question is whether utilizing AI tools amounts to cheating. Those in support of this view believe that the use of AI resources to finish assignments without the full understanding of the subject matter is an affront to academic integrity. They believe that students must be asked to prove their comprehension of the subject matter in their work, and not via AI aid. Opponents of this argument would argue that it is not cheating to use AI software to do homework, if the student is still doing the work needed to learn the material. They see AI software as a supplement to the old way of learning, not a substitute. Another concern related to AI access in education settings is unequal access to AI technology.

1.2.1. Transparency and Disclosure:

Transparency is a fundamental value in academic pursuit, covering the need for open information, honesty, and transparency in research and academic procedures. This involves the use of AI technology, which has been common in research, for instance, idea generation, doing tasks, and editing assignments. Transparency in AI application for academic work is required for various purposes. First, it ensures that educational work is a true reflection of the student's knowledge, comprehension, and expertise. AI tools can generate good-quality work, and it becomes difficult to distinguish between human work and machine work. By exposing the use of

AI tools, students can attest that their work is original and not generated through an AI tool. This transparency also enables academic institutions to judge the student's work fairly and precisely (Woolf, 2020).

Disclosure on the other hand, is reporting specific information such as the use of AI tools in the writing process. The Artificial Intelligence Disclosure (AID) shows how disclosure works in academic settings. It requires researchers to state that AI has been used in their research. This ensures that readers and evaluators are aware of the non human contribution to work. Transparency and disclosure of AI use in academic work is crucial in ensuring academic integrity, promoting trust, and innovation and creativity development. However, universities are being restricted from creating rules on AI use, e.g., lack of technical capability and clear academic integrity policies. National guidelines will assist in solving these problems by offering a shared framework for the universities' decisions regarding the use of AI and making students aware of the ethical limits. Disclosure and transparency in AI use will allow institutions to uphold the integrity of academic work, earn the trust of students, and foster creativity and innovation.

1.2.2. Academic Integrity:

Students see AI as a supportive resource that helps them in the education field if it is used ethically and responsibly. These students claim for a genuine use of AI to assist for instance brainstorming, improving writing skills, and they ensure that the submitted work belongs to them. On the other hand, some students and educators find themselves in settings where education traditions and cultural norms are stricter considering any use of AI regarding doing assignments and homework as a violation of academic integrity. This difference in perspectives illustrates how school systems and cultures affect how people understand academic integrity in the age of AI.

Furthermore, the lack of understanding about AI generated work raises important questions about authorship, originality, and ownership. Since AI systems produce content based on algorithms trained on vast datasets, uncertainty remains about whether such work is truly original, or it is generated by AI.

To address these challenges, it is important to consider academic integrity within the educational framework. This helps students understand and support students to be more aware and face new challenges without compromising trust and academic legitimacy.

1.2.3. Fairness: Uneven Access to AI Tools Among Students

Fairness refers to acting impartial without favoritism and discrimination. In AI fairness means that tools used by teachers and students act that way. Since AI collects data, it should be used responsibly and avoid any kind of favoritism to a certain group of students, in other words all students should be treated the same. The use of AI in education for instance, grammar mistakes checking or generating ideas lead to several issues because of limited accessibility. Most AI tools are not free to use; some of them offer a free trial, while others require a subscription, which makes wealthier students gain more advantages, while low-income students cannot fully access these AI tools' services (Trucano, 2023). This inequality affects students' performance, confidence, and motivation negatively (Bozkurt et al., 2021). It also impacts teachers who have difficulties and lack the resources to provide personalized and effective knowledge to their learners (Akram et al., 2022). These disparities cause students with low income to be unable to take advantage of AI tools in their academics, while wealthier students can use AI tools in a complete manner (Trucano, 2023).

Aside from falling into legal actions when using AI unfairly, it is important to consider using AI in a manner that does not discriminate against a specific type of students, which results acceptance towards AI and its widespread in the educational field. This is because AI would be seen as trustworthy and reliable.

1.3. Perceptions Of Students And Teachers Regarding The Use Of AI

In a poll of 1200 university students, seventy percent of them believed that AI make their learning more effective (Education Research Center., 2021). They believed that it could speed up their work and reduce their mistakes. AI tools have contributed to transforming education to the next dimension by offering many personalized learning experiences, providing feedback immediately, giving long term support depending on student's needs (Muncey, 2025). However, although AI tools help students, it raises issue that might rely too much on it and stop developing important skills like problem-solving and learning on their own (PsyPost, 2025). Teachers have

different opinions: some see AI as a helpful assistant that can give them better insight into students' progress, but others fear AI might replace some of the things they do or reduce their skills (Education Week, 2023). In addition, cultural factors significantly influence how AI is implemented and accepted in education, with some societies emphasizing academic achievement and competition, leading to rapid adoption, while others prioritize creativity and innovation, resulting in a more cautious about using AI tools (Stanford HAI, 2024).

In a study that was done by Hosseinzadeh, A., & Hughes, J. (2021) to find out teachers' perspective of using AI tools in education, it showed that most teachers in The United Kingdom were in favor of using them in their classroom. Teachers believed that the integration of AI tools in their classroom made the learning process more effective as well as making it easier for students to learn easily. And in a study conducted by Rana, et al. (2019) it was found that teachers had mixed opinions about integrating AI in their teaching. Some thought that it made the teaching process more effective and easier, while others were hesitant to use AI in their classrooms because they thought it was expensive and difficult.

1.3.1. Reliance vs. Autonomy

Reliance refers to relying heavily on AI tools, for instance to do assignments students consider it as a shortcut to finish them quickly and with less effort. reliance can lead to students avoiding important learning activities like researching, analyzing, and thinking critically. This overdependence risks weakening students' ability to develop original ideas and solve problems independently. It may also lead to ethical issues, such as plagiarism, when AI generated content is used without proper understanding or attribution.

Autonomy refers to students using AI tools in ways that support and enhance their own learning process without fully relying on them. Autonomous learners actively engage with AI generated information by asking many questions by focusing on accuracy, relevance, and reliability, and by integrating it thoughtfully with their own knowledge and insights. This approach encourages students to maintain control over their academic work, develop critical thinking skills, and produce original content. Autonomy also involves being aware of academic integrity and using AI as a helpful resource rather than a replacement for personal effort.

1.3.2. Impact of Cultural Beliefs on AI Usage

In Algeria, the introduction of AI learning software to schools has elicited a mixed response from students, varying from hope to doubt. While some view the software as being of value to them in terms of boosting productivity and learning, others are apprehensive of abuse and its effects on their development. In this essay, the various determinants of the attitude of Algerian students towards AI tools, i.e., cultural beliefs, religious beliefs, and experience, will be explained. The Algerian society places honesty and sincerity in a very high regard, and as such, the students exercise caution while using AI technologies that have the potential to generate work not done by their hands. This moral framework is traditionally based on religion, such as Islam, which supports honesty and personal responsibility. Thus, students who consider academic dishonesty a moral mistake will likely associate the use of AI with cheating (Saadi & Benaissa, 2022).

Also, former experience drives the attitude of Algerian students towards AI. Students who are witnesses to or have been exposed to instances of academic dishonesty, i.e., plagiarism or cheating, will probe AI tools more. They will view such tools as means by which other individuals can gain an unfair academic advantage or means by which they themselves can sacrifice their own academic integrity. Alternatively, well-experienced students of the utilization of AI tools will be more open to their utility. Despite these concerns, most Algerian students value the applications of AI software in academia. For example, students can use AI tools to research, write, or learn language. The tools can be used by students to save time, improve writing, and access information in a quick way. Apart from that, there are also students who view AI tools as a tool to increase creativity or problem-solving skills, and not as a substitute for their brain power.

1.4. AI And Academic Policies: Algerian Perspectives

Adoption of AI in education requires the development of comprehensive academic policies that spread awareness of unethical AI. In Algeria, teachers and learners that use AI in their learning process recognize the urgent need to integrate its ethics into academic regulations, reflecting local cultural values and concerns about honesty and responsibility (Achili & Zerrouki, 2024).

1.4.1. The Debate on AI Regulation in Academic Work

In the academic sector, unethical application of AI, particularly essays produced by AI, is a big issue. To deal with this challenge, it is crucial that world institutions create reliable policies and regulation frameworks, according to Binns et al. (20). While there is a common perspective regarding the importance of AI regulation, a few institutions, especially developing nations such as Algeria, are slow to progress to this effort. This deficit can be attributed to various reasons, including resource shortages and the lack of proper detection mechanisms for AI-generated content (Omar & Redouane, 2024).

Algerian institutions are suffering from serious human and financial resource shortages, which have been explained in different terms such as financing shortages, reduced human resources, and aging infrastructure. This makes it impossible for institutions to allocate sufficient resources towards policy formulation and establishing robust AI policies. Such resource shortages not only complicate the design of robust detection mechanisms but also restrict their functionality in terms of monitoring and enforcing AI policies. The second issue is the ineffectiveness of detection software against AI-based content. The fast development of AI technology has made it even more difficult for institutions to efficiently detect AI-written essays, which are as good as, if not better than human-written essays.

In addition, Algerian institutions can invest in AI content detecting tools research and development. Working together with AI researchers and experts will assist in creating and implementing top-notch detecting tools. Investing in research and development related to AI can also assist Algeria in expanding its AI industry as well as creating solutions for AI content detection challenges.

1.4.2. AI Ethics: Regulation and Education

University of Algiers in Algeria also started making attempts in the matter of ethics when using AI in the classroom. Although the university is not yet enforcing strict measures to educate students on the ethical use of AI, it has started to initiate offering workshops on the topic (Zouaoui, 2023). This is a good step in addressing the issue of AI ethics among Algerian universities but is still lacking as it should be in equipping the students to effectively utilize the technology ethically.

The importance of control over AI usage in schools cannot be overstated. As AI technology goes viral, it can change learning and teaching forever. It can, however, transfer negative impacts such as discrimination, and misinformation. It is thus highly essential for institutions of higher education in the world to try to educate students on appropriate use of AI.

AI has the potential to revolutionize how learning and teaching go. With that being said, universities across the globe need to set policies to control how AI is being used so that it will be used ethically. By regulation, being educated and trained about the use of AI ensures a safe learning environment.

1.5. Gaps and Future Directions

Although AI tools are becoming more commonly used among teachers and students. Universities still do not have clear rules towards AI tools. One major problem is that most AI detection tools are not fully reliable and can make mistakes which makes it hard to trust their results. This creates confusion and lack of trust for students and teachers because some AI tools consider some original work, for instance essays or homework as plagiarism or AI generated content. Additionally, the other problem is most students rely on AI tools to do their assignment without any efforts which lead to decrease students' critical thinking, creativity, and problem solving abilities. Therefore, future must focus on fostering responsible AI use that supports learning without replacing fundamental intellectual development.

1.5.1. Development of Detection Tools for AI-Assisted Work

The past few years have witnessed improvements in AI technology where increasingly advanced language generation models have emerged. These models, including OpenAI's GPT-3, can generate written content that will replicate the human style so well that even professionals will struggle to identify it as distinct from human-written content. This, in turn, has caused concerns about large-scale plagiarism and dilution of academic standards.

One of the main challenges involved in building reliable detection tools is that AI language models are continually being updated. Every advancement in such models makes them more skilled at imitating human writing, making it ever more challenging and complicated to

differentiate between AI work and human work. This requires the creation of detection instruments that are dynamic to maintain pace with the state of the art of AI technology. Lack of detection instrument access is also a concern in some parts and schools. As highlighted by Bouzid (2022), Algerian tertiary education institutions seriously suffer from lack of ability to enhance justice and discipline due to inadequate access to detection tools.

This emphasizes the importance of further dissemination of these facilities and further partnership between learning institutions and technology providers to make such facilities available to all students in the provision of the necessary facilities to guarantee academic integrity.

1.5.2. Balancing AI Use with Academic Skill Development

Advancement in AI technology has required a balance between encouraging technical literacy and avoiding over-reliance on AI. Algerian researchers in recent years have promoted the integration of AI literacy into the curriculum as a means of de-mystifying its application and placing utmost emphasis on ethics (Hamidi & Saad, 2023).

Even though technology that emerged with the help of AI is superior in all aspects, there is a need to ensure that students are not only relying on such technologies but also applying their critical thinking ability, problem-solving ability, and self-capability. And must make sure that AI technology and tools are developed and implemented in an open, fair, and responsible manner so that discrimination is prevented and equity and inclusion potential is maximized. Solving these challenges and opportunities for the application of AI in education will enable us to realize the potential of AI to enhance teaching and learning and prepare learners for success in an increasingly complex world.

Relying too much on AI can reduce students' critical thinking and problem-solving skills. It is crucial to balance AI use with developing these academic abilities. AI systems can sometimes be biased because of the data they learn from, which might cause unfair outcomes for certain students. To prevent, AI tools are used fairly and transparently by students in their learning needs. (Zhai, Wibowo, & Li, 2024).

1.6. Conclusion:

This chapter provides an overview of previous frameworks that are related to the study. It begins by explaining the difference between transparency and disclosure and then discovers the meaning of academic integrity and fairness. It then examines the perceptions of both students and teachers about using AI tools in academic field, revealing the reliance on AI and the development of learner autonomy, while discovering the impact of cultural beliefs on AI usage. The study further explores academic policies and the use of AI in academic work. Additionally, the study discussed the gaps and future directions of AI. Finally, it emphasized balancing the use of AI and the students' academic skills.

Chapter Two:
Research Methodology And
Data Analysis

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2.1 Introduction:

While chapter 1 provided a theoretical overview from existing studies and previous experiments, this chapter focuses on the practical side and presenting the methodology used to gather data and analyze it within the research. This study focuses on exploring the perceptions of students on the ethical use of AI at the level of The University Of Tlemcen. In addition, this study also aims to understand students' awareness of academic integrity when using AI tools in education, and in order to achieve that a bunch of questions were asked that test their awareness and see through it and to what extent they are willing to uphold or compromise academic integrity. The researchers adopted the mixed methods approach to collect both qualitative and quantitative data by using two research instruments: an online questionnaire and a test. The results of this research are analyzed by identifying trends and interpreting textual responses to effectively address the research questions. In the end the researchers provide some recommendations to support an ethical and responsible environment of AI use. The researchers also mention the limitations that made the process of data collection challenging.

2.2 Research Objectives

To guide this study, the following research objectives were outlined to explore the issues regarding the ethical concerns students face when using AI tools.

- 1/ identify the ethical concerns students have when using AI for academic purposes.
- 2/ explore students' understanding of academic integrity in relation to tasks assisted by AI.
- 3/ investigate whether students consider the use of AI for academic assignments as cheating.

2.3 Participants Profile

This section provides an overview of the participants who were involved in the research. The participants were selected based on their current level of study and familiarity with AI tools.

For this research EFL master 1 didactics students were chosen to answer an online questionnaire and a test. The total number of participants were 85 out of 110. The researchers decided to go with this sample due to several reasons. In the next year these students will write their dissertation which is a chance for them to realize how aware they will be about their academic integrity. Participants had some experience with digital tools and AI as part of their

daily academic use, thus they were chosen for their ability to be critical about the ethical challenges they face during this process. Additionally, this study aims to determine if they are correctly applying AI tools within the context of academic integrity.

2.4 Research Instruments

The process of collecting data for this study relied on using two research instruments: an online questionnaire and a handed test. These instruments were combined to focus on both quantitative and qualitative data, which provides a comprehensive understanding of the participants' points of view.

2.4.1 The Questionnaire

A questionnaire is not just a list of questions or a form to be filled in. It is essentially a measurement tool, an instrument for the collection of kinds of data. Like all such instruments, it is designed to systematically collect information from respondents (Oppenheim, 1992).

The researchers used an online questionnaire for the collection of both qualitative and quantitative data, with the infiltration of open ended and closed-ended questions. Open-ended questions helped with the diving in the thoughts of participants by giving them the freedom to express themselves. Which would bring more enlightenment to the research. On the other hand, close ended questions gave limited answers, and the participants are expected to choose from them.

The online questionnaire was made up of 15 questions about the use of AI in education. These questions discussed the experience of the participants when using AI models and tested their awareness of academic integrity.

2.4.2 The Test

The test is a research instrument where the researchers provide written questions to the participants and expect written answers. According to the Oxford Advanced Learner's

Dictionary, a test is "an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to perform".

2.5 Data Analysis

The data for this study were analyzed using both quantitative and qualitative methods, descriptive analysis was employed.

2.5.1 Online Questionnaire's Analysis

Question 1: Have you ever used AI tools (e.g ChatgPT, Perplexity, or others) to help you with your academic tasks?

This question aims to determine whether students rely on AI tools in their academic tasks

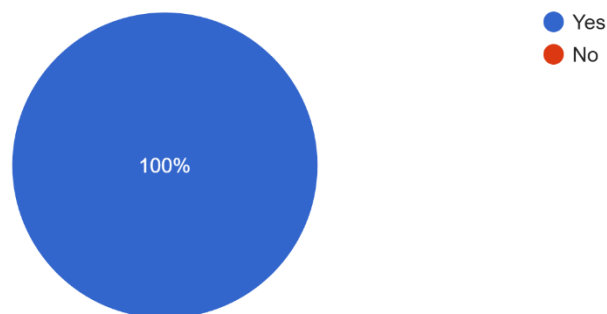


Figure 2.1: Students Use Of AI Models In Their Academic Tasks

The figure above shows that all students rely on AI tools in their academic tasks. This raises questions about the responsibility of using AI and risk of over reliance on technology.

Question 2: Which AI tools have you used?

This multiple choice question aims to see what AI tools are commonly used

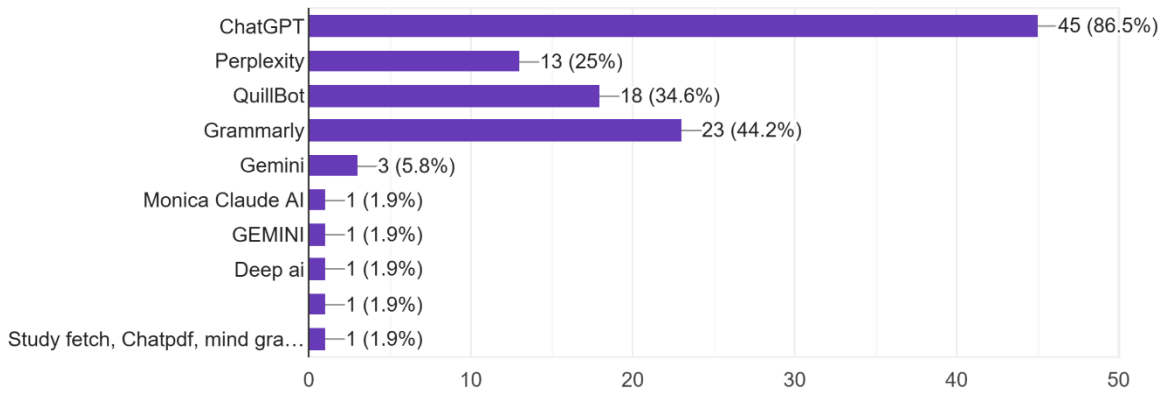


Figure 2.2: Students Selection Of AI Tools In Their Use

The figure above shows that most students 86% use ChatGPT, followed by 44.2% who use Grammarly, and 34% who use QuillBot, while the rest use other tools. This suggests that students may be leaning towards tools that offer broader assistance which raises questions about academic integrity.

Question 3: How familiar are you with AI tools for academic purposes?

This question aims to test the familiarity of students with the use of AI models for academic purposes.

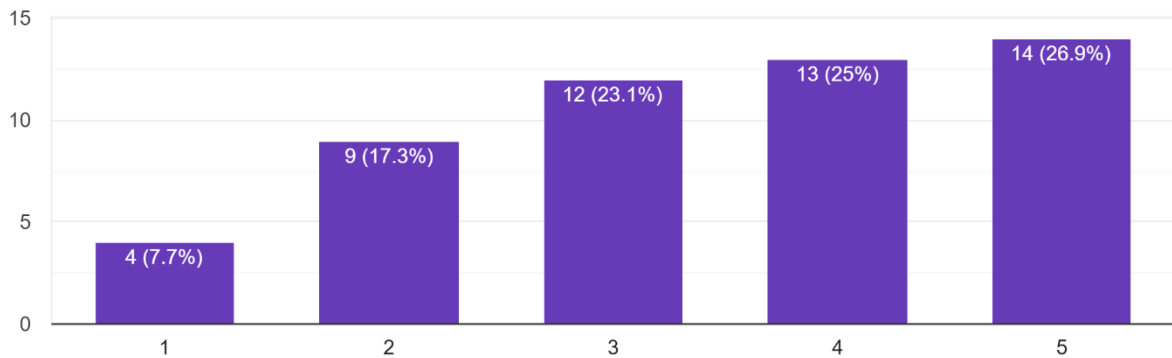


Figure 2.3: Students' Familiarity With AI Tools For Academic Purposes

The figure above shows that 26.9% of students are very familiar with the use of AI for academic purposes, followed by 25% who are a little bit less familiar, while 7.7% of students are not familiar with it at all.

Question 4: what do you primarily use AI tools for in your studies? (Choose one)

This question aims to see the purpose of each student when using AI models for their academic purposes.

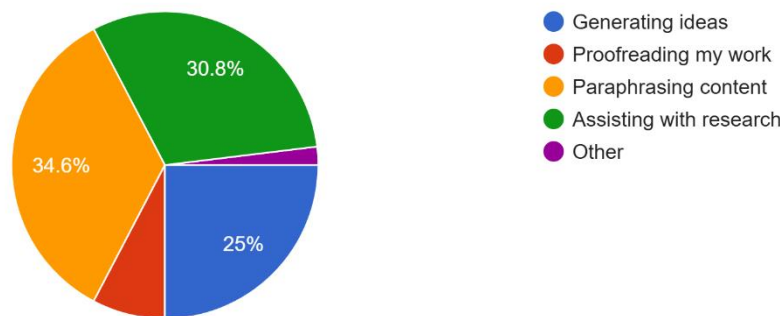


Figure 2.4: Students' Purpose When Using AI Models For Their Academic Purposes.

The figure above shows that 34% of students use AI models to paraphrase content, followed by 30.8% of students who use it as an assessment with research, while 25% of students use it to generate ideas and the rest of them use it for proofreading their work and other tasks.

Question 5: Do students consider that the use of AI to do their work as cheating? And why?

This question aims to see the student's awareness of cheating when using AI in their academic tasks while giving them the opportunity to express their opinion on why they perceive it that way.

The responses shows that students' perceptions of ai as a cheating tool in academic work vary. About 30% view is as cheating, especially when it replaces critical thinking and leads to ethical considerations like plagiarism. 50% of the students think that AI is helpful tool for getting ideas and seeking help with difficult tasks. Around 15% consider AI cheating in specific

scenarios like exams or over reliance on it without any efforts. Only 5% think that AI is never cheating if the information is rephrased

Question 6: Do you think using ai for academic purposes raises academic concerns?

This question aims to tests students ethical concerns when using AI for academic purposes

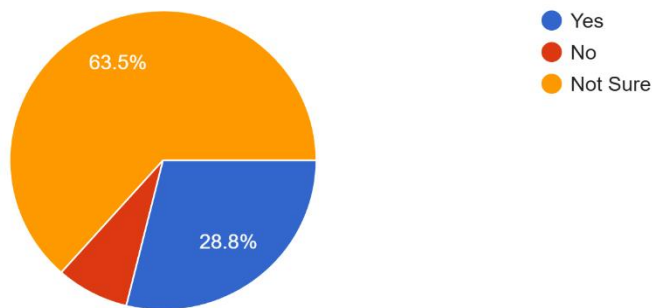


Figure 2.5: Students’ Ethical Concerns When Using AI For Academic Purposes

The figure above shows that the majority of students 63% are not sure whether using AI academically raises ethical concerns, followed by 28% of students who believe that using AI for academic purposes raises ethical concerns, while the rest think otherwise.

Question 7: What are you afraid of when using AI for academic work?

This question focuses on students’ feelings when using AI for their academic work

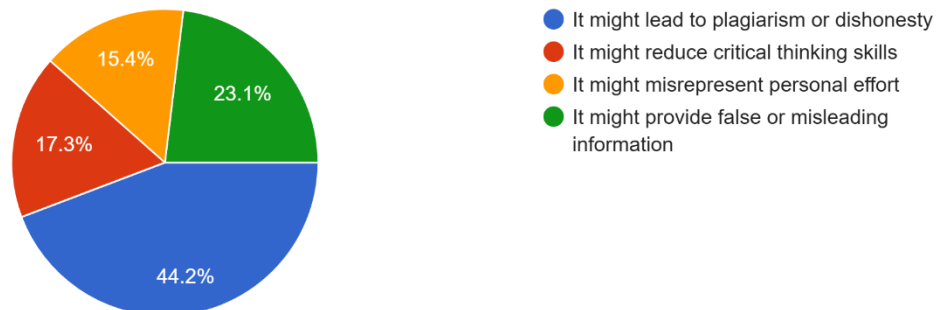


Figure 2.6: Students Feeling When Using AI For Their Academic Work

This figure shows that 44% of students are afraid that using AI might lead them to plagiarism and dishonesty, followed by 23% who think that it might provide false or misleading information, while 17% think that it can lead to the reduction of critical thinking skills, while the rest think it might mispresent personal effort.

Question 8: On a scale of 1-5, how concerned are you about the ethical issues of students using AI for academic tasks?

This question aims to see how ethically concerned participants are when using AI for academic tasks

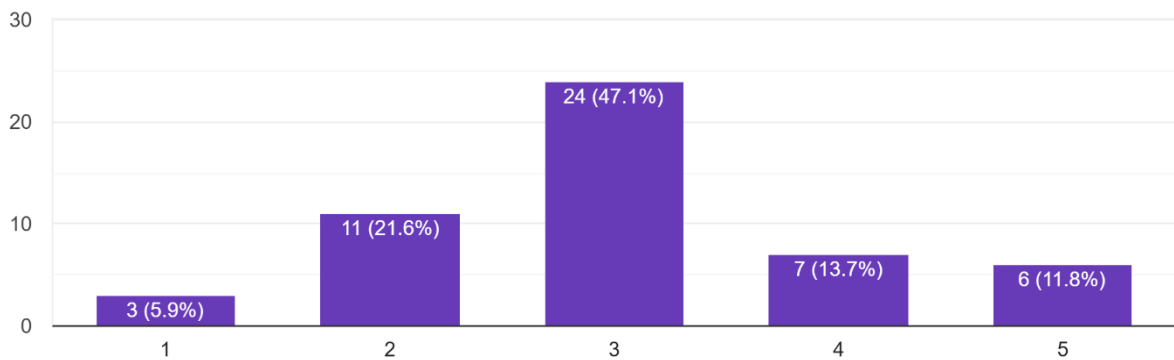


Figure 2.7: Students Ethical Concern When Using AI For Academic Tasks

The figure above shows that 47% of students feel neutral about this topic, when 11.8% are very concerned about it ,and only 5.9% are not concerned at all.

Question 9: what leads you to use AI tools for doing assignments? (Check all that apply)

This multiple choice question figures out why students use AI models for doing assignments

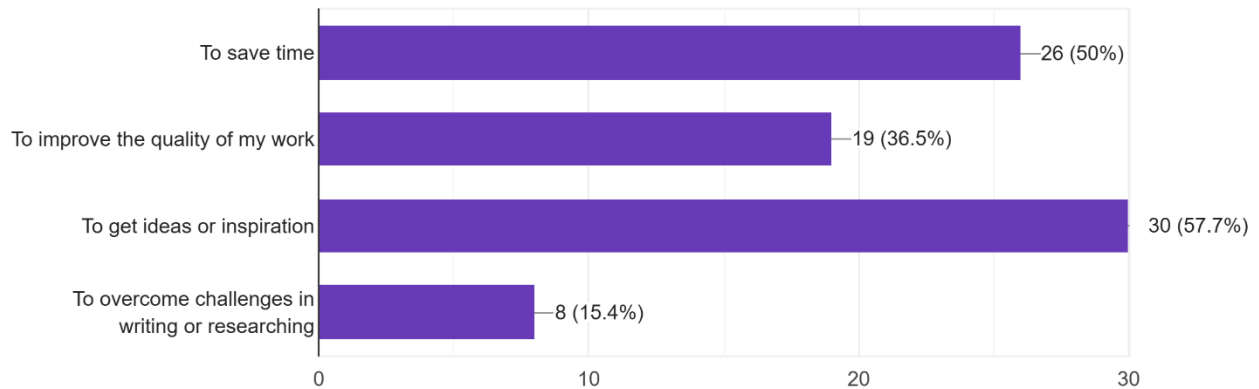


Figure 2.8: Students Reasons To Use AI Tools For Doing Assignments

The figure shows that more than half of students 57% use AI models for doing assignments, followed by 50% of them who use it to save time, and 36% who think they use it to improve the quality of their work. In addition, only 15% of students use it to overcome challenges in writing or researching.

Question 10: Do you feel that using AI tools for assignments is an ethical practice? Why or why not?

This question aims to discover whether students think using AI tools for assignments is an ethical practice while giving them the opportunity to express their answer.

The results show that most students 79% consider the use of AI for doing assignments is acceptable if it is used responsibly. 42% of students believe that the use of AI can be ethical, especially when it has become a way to generate ideas or enhance writing quality without fully relying on it. 37% of students believe that the ethics of using AI depends on how the AI is being used to support the learning process. In the other hand it becomes unethical if it is used to complete entire work without any personal effort. On the other hand, 21% of students stated that using AI in assignments is unethical, also they were aware of plagiarism and claimed that AI reduced their critical thinking and creativity.

Question 11: Have you ever felt guilty about using AI for academic purposes? Explain your feeling

This question aims to test students' feelings towards using AI for academic purposes while giving them the opportunity to explain their perspective.

The results show that 54% of students claim that they did not feel any guilt about using AI for academic purposes, they see it as a helpful tool to improve their ideas and skill and see it as a time saver. 36% of students admitted to feeling guilty because they believe that AI prevents them from presenting their own ideas or developing their critical thinking and writing skills. Only 10% of students expressed mixed feelings about using AI. Some students feel comfortable using AI to organize ideas and improve their skills while others feel guilty for relying too much on it, which limits their learning and skills development.

Question 12: What do you think your university should do to make students aware about ethical concerns of using AI?

The goal of this question is to give the students a chance to discover solutions the university can use to make them aware of the ethical concerns of using ai

The results show that most students, which is about 60% of them said AI should be used for things like brainstorming ideas or rephrasing, but the main work should be done with personal effort. Around 20% mentioned that they use AI for research or understanding difficult topics, but they still prefer to write everything in their own words. About 15% said AI is good for checking grammar and making corrections, while only 5% thought AI could do most of the work, but they still wanted to add their own thoughts. Overall, most students agree that it's important to use AI as a helper, but your own effort should be the focus.

Question 13: In your opinion, how can you balance the use of AI with personal efforts?

This question aims to give a voice to the students to express their opinion about balancing ai with personal efforts.

The results show that approximately 85% of students think that AI should be used as a helping tool only and shouldn't be a replacement for personal effort. Around 5% of students think that AI is better and more effective compared to personal efforts. About 10% of students were either neutral or uncertain regarding the balance of using AI with personal efforts. This shows that even though AI is a helping tool, students still value their personal effort. However,

the small group that prefers AI over personal efforts shows the risk of growing over reliance on technology.

2.5.2 The Test Analysis

The first section of this survey shows information about students' ethical attitude towards AI.

Question: Have you ever used AI language models (e.g., ChatGPT, Grammarly, QuillBot)? If yes, how often?

This question includes two parts. It aims on if students used AI language models and applications like Quillbot , Grammarly and ChatGPT, and similar services. And how often AI is commonly used in their studies journey.

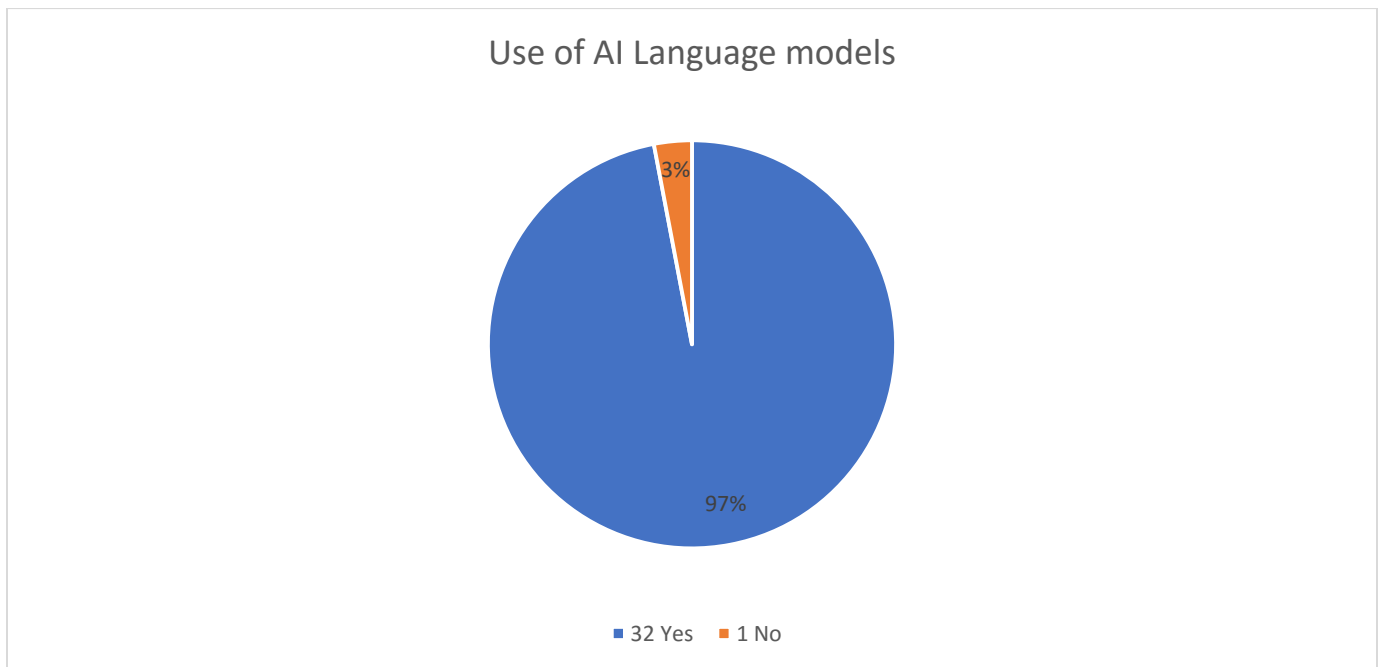


Figure 2.9 Students Use Of AI Language Models

This figure shows how many students have responded to the first question which refers to use of AI in academic field. 33 out of 50 students have answered this question, 32 respondents have claimed that they use AI models while one respondent denied using AI language models.

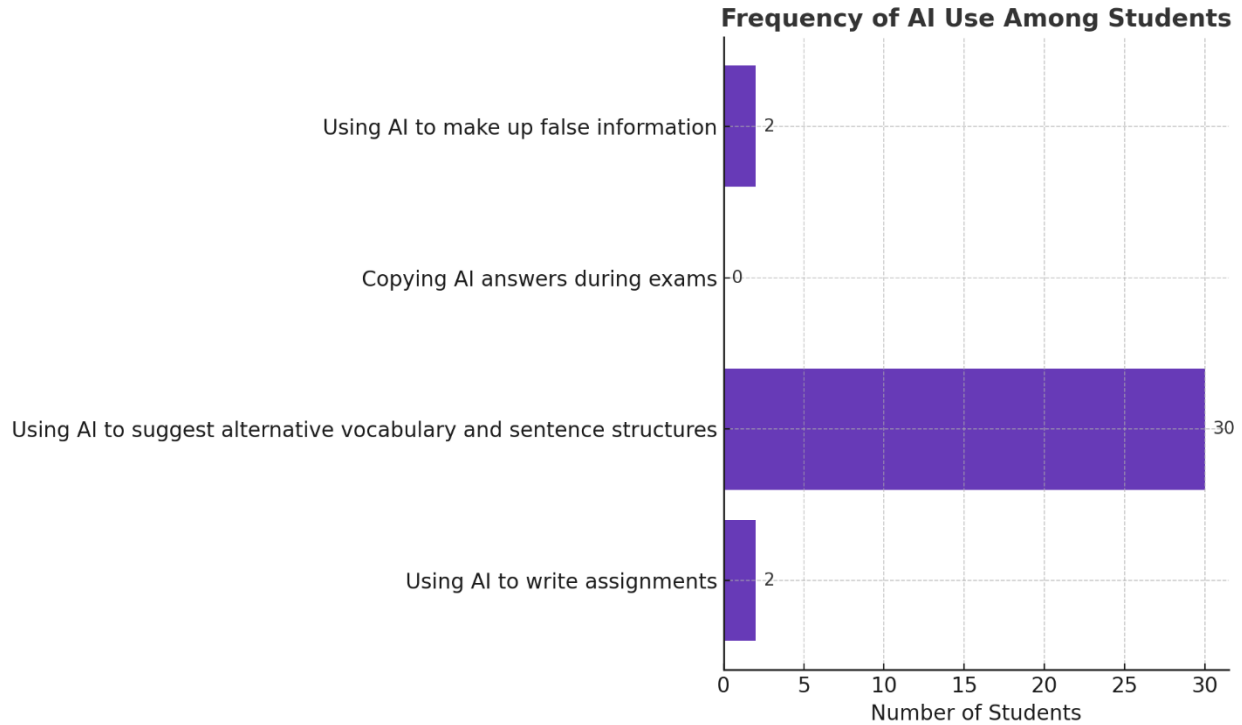


Figure 2.10 Frequency Of AI Use Among Students

This figure shows how commonly AI is used among students. 13 students declared that they use AI very frequently. While the other 13 students use it often. 6 of respondents stated that they use AI sometimes and one student noted that he rarely uses AI models.

The second section explores students' knowledge of AI

Question 1: Define *academic integrity* in the context of using AI tools for learning. Write a short definition.

33 out of the 50 have answered this question. Most respondents emphasized ethical values in academic work. 25 students highlighted the importance of honesty, fairness and responsibility while using AI tools in education field. 3 students gave definitions related to plagiarism. In addition, 2 students claimed that AI is not always correct, and it can provide irrelevant and wrong information. 1 student stated how students might use AI in the wrong way. Overall, most students understand the importance of using AI and how they should be responsible and honest.

Question 2: What is the ethical issue in the following scenario? A student generating an entire essay and sending it as if it was his own work.

This question explores whether students are aware of the ethical issue in the given example. 33 out of 50 students answered this question.

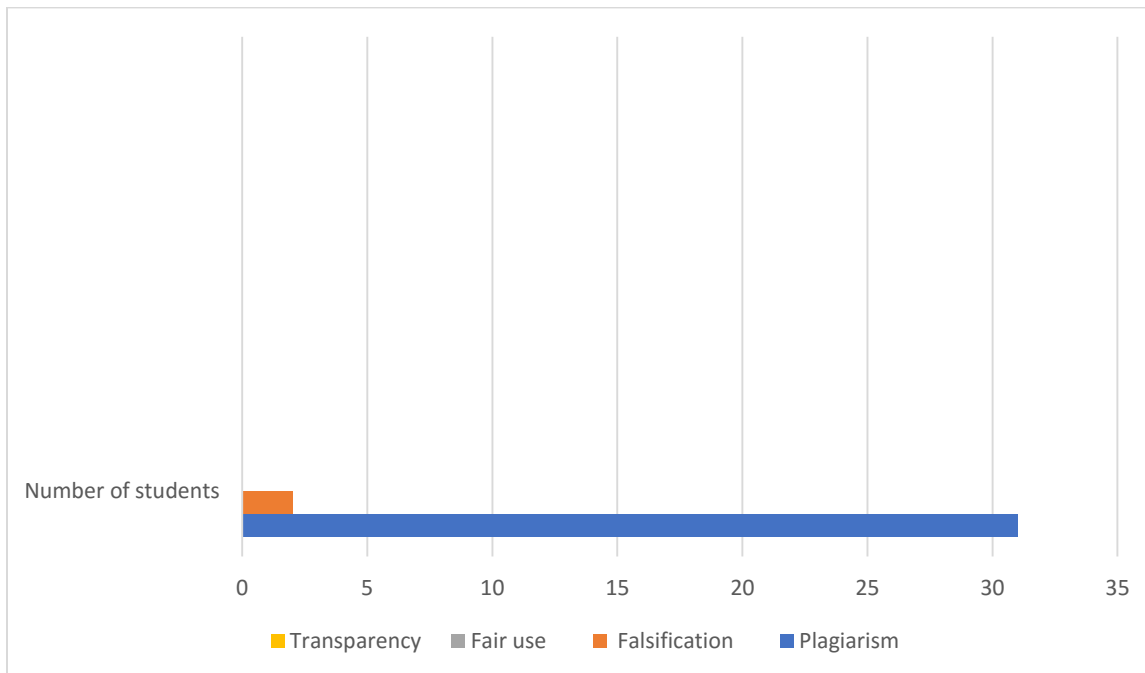


Figure 2.11: Student Responses To The Ethical Issue In An Essay Scenario

The figure above shows how many students identified the AI scenario as an ethical issue. Total answers were 33 out of 50. 31 students identified it as plagiarism while 2 students classified it as falsification.

Question 3: Explain the difference between *fabrication* and *falsification* in academic work. Provide one example of how AI could be used in each.

This question aims to show if students are able to distinguish between fabrication and falsification by providing example for each element.

33 students answered this question. Among these, 21 students correctly defined both fabrication (the creation of false data or information) and falsification (manipulating or altering

data), showing a clear understanding of both concepts. In addition, 6 students answered the fabrication question correctly, but they gave incorrect mixed with irrelevant responses for falsification, 1 student correctly explained falsification but misunderstood fabrication. Moreover, 6 students gave irrelevant answers, addressing one question correctly while the other were incorrect. According to examples, only 3 students gave examples for fabrication.

Question 4: Which one of these examples is ethically acceptable?

- Using AI to write your assignments
- Using AI to suggest alternative vocabulary and sentence structures
- Copying AI answers during exams
- Using AI to make up false information

This question shows how students perceive using AI are right and wrong AI in academic work and for educational purposes.

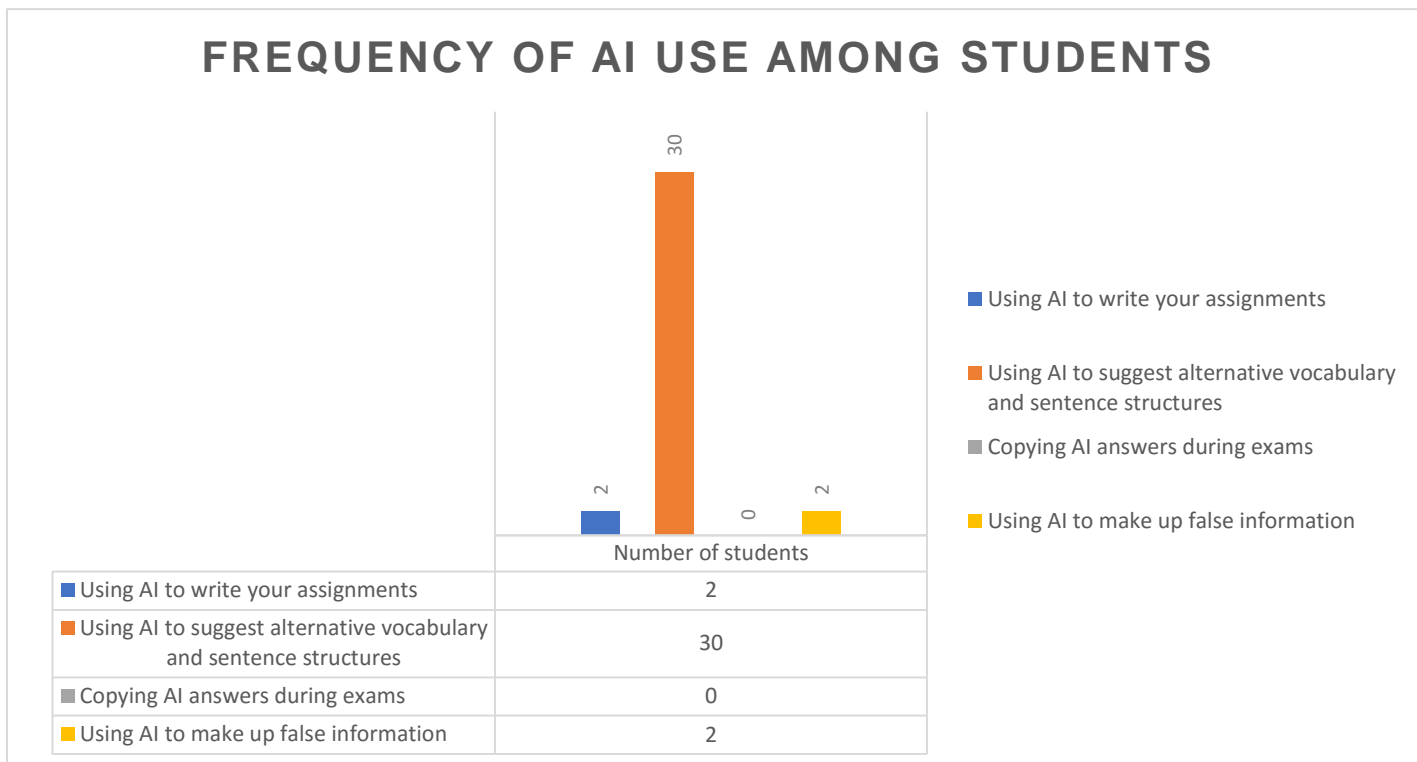


Figure 2.12 Students Aims When Using AI

This Figure shows how students use AI in the education field. 34 out of 50 students answered this question. 30 respondents claimed that they use AI to suggest alternative vocabulary and look for AI aids for sentence structures. In other hand 2 students declared that they use AI regarding to write their assignments and work their homework. 2 students indicated that they use AI to generate false information.

Question 5: List one way a teacher can encourage ethical use of AI tools in the classroom.

This question gives respondents opportunity to suggest a way that teachers can encourage their learners to use AI ethically in the classroom. 29 out of 50 answered this question. Respondents stated that the teacher encourages learners to use AI effectively and in ethical way by setting clear rules on how and when to use them. Teachers should guide students and teach them how to verify AI generated information and use it as aid from AI not as replacement and use it properly. Respondents mentioned also that teachers should help students to develop responsible research habits and not fully rely on AI tools and avoid plagiarism as well.

2.6 Discussion

The following discussion addresses and examines the research questions

Research Question 1: What ethical concerns arise from students when they complete assignments or tasks using AI?

According to the results of the two research instruments (the online questionnaire and the test) the majority of students use AI models such as ChatGPT or Grammarly which shows a widespread adoption. However, this comes with some ethical issues that need to be pointed out. 100% of students rely on AI tools in their academic settings (see Figure 2.1) Most students are aware about ethical consideration of using AI. The results also show that students are afraid that AI might lead them to ethical issues such as dishonesty and plagiarism (See Figure 2.6). Many students cannot distinguish between Falsification and fabrication which is something very crucial since they use AI in their academic journey. Moreover, some students claim that they use AI in

order to write assignment or come up with false information (see figure 2.12). In addition, students suggested various ways for teachers to show them how AI can be used ethically in learning process check figure, they constantly expressed the need for clear rules and adoptive environment with the ethical policy. Numerous students were also concerned with the fact that AI can spread misinformation that would lead them to fail in their studying career.

The findings from the questionnaire and the test show that students are aware of the ethical concerns that arise when they use AI in their academic tasks. Not only that but they also express uncertainty and fear of falling into ethical problems such as plagiarism and misinformation. In addition, they also expressed the need to have clear rules that are suitable for the ethical policy. These results confirm the research question.

Research Question 2: Do students consider the use of AI to do their work as cheating?

The results of the questionnaire revealed mixed opinions about whether AI affect academic integrity depending on the context and the situation they encounter. Some students view the use of AI in their academic work as cheating; this is because relying too much on it can negatively impact critical thinking and can lead to plagiarism. Though many students view it as a helping tool for seeking knowledge and improving their learning skills and enhancing their language level like grammar and vocabulary (see Figure 2.12) some students have conditional views, they can consider AI as cheating in specific situations such as during exams, this is because it shows dishonesty and lack of academic integrity.

The findings emphasize establishing clear boundaries by the university regarding ethical AI use. This would help students to distinguish between honest AI assistant and academic dishonesty.

The research question is confirmed. Some students think it is cheating to use AI during exams and assignments; some think it can be used as a helping tool that supports their learning.

2.7 Recommendations

Considering the results of this research, the researchers suggest the following recommendations:

1. Universities should make strict policies about the use of AI in the studies of students.
2. Teachers should put limitations on when it is allowed to use AI and when it is not.
3. Using AI as a helpful tool but not rely on it to the point that it replaces personal effort
4. Students should be aware that AI can provide false information and lead to plagiarism
5. Teachers should guide students to the right way of using AI ethically.

2.8 Limitations

The research faced several challenges in data collection due to students not answering the test they were given and some of them either did not answer some questions or did not give examples which made their answers incomplete. It is also worth mentioning that some students were out of topic and gave unclear answers. The data collected within a reasonable timeframe which gave students the opportunity to answer.

2.9 Conclusion

The second chapter deals with data analysis of the results of research instruments both qualitatively and quantitatively. First the researchers dealt with the identification of the research objectives and the participant's profile. Then the second part deals with the analysis of the online questionnaire, and the test. Finally, the last part discusses the main outcomes of the research, and the researchers provide some limitations along with reporting the limitations they faced during the data collection process.

General
Conclusion

GENERAL CONCLUSION

AI tools became popular and vulnerable among learners. It offers assistance for students in their learning process. AI has the potential to support learners in improving their level, organizing their ideas and being a helpful tool in their academic tasks. However, AI tools include significant ethical considerations. It is crucial to critically examine the ethical implications of using AI in academic purposes and to develop clear guidelines to ensure their responsible and transparent use.

This study was divided into two chapters. The first chapter focused on dealing with terms that are related to the use of AI ethically such as Transparency and disclosure, focusing on making a difference between these terms and giving a clear definition of each one of them. Additionally, it discussed ethical topics such as plagiarism and copyright and even dived deeply into more complex issues such as data privacy and security. The second chapter focused on the data analysis and discussing the main findings and suggesting some recommendations and reporting the limitations that were faced by the researchers.

This research was an exploratory case study approach. The data were collected using an online questionnaire and a test that were given to first year master 1 students. The analysis revealed that most students were somehow aware about the ethical issues they face when using AI in their studies. The AI tools were found to be a helpful tool that assist students in writing and fixing their grammar. However, alongside these benefits, some points were identified. These include the risk of students developing over reliance of using AI, which may undermine students' originality and critical thinking skills. Additionally, ethical concerns such as plagiarism and copyright were alarming and needed to be looked at. As a result, most students agreed that teachers and universities should be a guide to achieving an ethical use of AI academically.

Researchers outlined some considerations for teachers and learners to be aware and cautious about ethical considerations while using AI tools in their learning needs. Moreover, students should not fully rely on AI tools in their learning process to protect their integrity and keep their transparency.

In conclusion, the study has shown the ethical concerns that arise when using AI in academic settings. It explored ethical issues such as plagiarism, overreliance and dishonesty. The findings of the study indeed showed that students consider AI cheating but only in specific situations. Overall, this research highlighted the importance of having clear policies and procedures for AI to be used correctly.

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Appendices

Appendix 1

The Online Questionnaire:

This questionnaire aims to find out how aware students are of ethical concerns when they use artificial intelligence in their academic assignments. It tests their knowledge about academic issues like plagiarism and academic integrity.

*What is your age? *

*Have you ever used AI tools (e.g., ChatGPT, Perplexity, or others) to help you with your academic tasks? *

Yes No

* which AI tools have you used?

ChatGPT

Perplexity

QuillBot

Grammarly

Other :

How familiar are you with AI tools for academic purposes?

Not familiar at all

I'm very familiar with them

How often do you use AI tools for your academic work?

I've never used them

I use them rarely

Sometimes, but not often

I use them quite often

I rely on them all the time

*What do you primarily use AI tools for in your studies? (Choose one)

- Generating ideas
- Proofreading my work
- Paraphrasing content
- Assisting with research
- Other

*Do students consider that the use of AI to do their work as cheating? And why?

.....
.....

* Do you think using AI for academic purposes raises ethical concerns?

- Yes No
- Not Sure

*What are you afraid of when using AI for academic work?

- It might lead to plagiarism or dishonesty
- It might reduce critical thinking skills
- It might misrepresent personal effort
- It might provide false or misleading information

* On a scale of 1–5, how concerned are you about the ethical issues of students using AI for academic tasks?

Not at all concerned

- 1 2 3 4 5 Extremely concerned

* What leads you to use AI tools for doing assignments? (Check all that apply) *

To save time

To improve the quality of my work

- To get ideas or inspiration
- To overcome challenges in writing or researching

* Do you feel that using AI tools for assignments is an ethical practice? Why or why not?

*Have you ever felt that using AI for academic purposes is ethical? Why or why not?

*Have you ever felt guilty about using AI for academic purposes? Explain your feeling

*What do you think your university should do to make students aware about ethical concerns of using AI?

*In your opinion, how can you balance the use of AI with personal efforts?

Appendix II

The Test:

Student Information

• Have you ever used AI language models (e.g., ChatGPT, Grammarly, QuillBot)?

Yes No

• If yes, how often? Rarely Sometimes Often Very Frequently

Knowledge-Based Questions

1. Define *academic integrity* in the context of using AI tools for learning. Write a short definition.

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.....
.....

2. What is the ethical issue in the following scenario

A student generating an entire essay and sending it as if it was his own work.

Plagiarism Falsification Fair use Transparency

3. Explain the difference between *fabrication* and *falsification* in academic work. Provide one example of how AI could be used in each.

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4. Which one of these examples is ethically acceptable?

- Using AI to write your assignments
- Using AI to suggest alternative vocabulary and sentence structures
- Copying AI answers during exams
- Using AI to make up false information

5. List one way a teacher can encourage ethical use of AI tools in the classroom.