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Table of contents:

Introduction 324 words

Review of literature 1516 words

Results/discussion: 1410 words

Methodology 606 words

Conclusion 543 words

Total words count: 4399 including headings

Reference list

Research Project

Introduction to Artificial Intelligence in Education

This document explores the impact of artificial intelligence on academic writing, with an investigation on how to possibly distinguish suitable and unsuitable applications of AI. “the standards of right and wrong” (Hogenhout, 2021) It also strives to identify what could be considered distinctively acceptable use of artificial intelligence within educational environments for example for international learners with language barrier and students affected by ALN (Additional Learning Difficulties). Furthermore, the report aims to

understand a valid framework for educators not to help clarify the presence of AI-produced contents, but to ensure an improved method for demonstrating the genuine student engagement, identifying their progress and the real effort students have invested. Nowadays the institutions are prioritizing the creation of strong diagnostic tools designed to identify the use of AI in various written works. A key sign of this investigation is evident in Turnitin's statistical data, which indicated that more than 80 percent of submissions were created with AI tools. (Chechitelli A. 2023) This figure highlights the increasing occurrence of AI-generated content within academic settings. As AI technologies become more sophisticated, the capacity to differentiate between work produced by humans and that created by AI is essential for upholding academic integrity and quality. However the final real purpose should transcend merely identifying potential solutions to understand the implications of artificial intelligence. For instance by expanding existing frameworks or creating new ones, educators could be empowered to discern whether students have genuinely engaged with the material rather than relying solely on rote copying and pasting. This is because despite notions on academic integrity included into institutions policies and the list of risks associated, the rules seems to be ignored.,"Plagiarism is a growing concern in higher education" (King M.R., 2023), living little space for ethical considerations and ethical practices despite educators insist on importance of this approach "is crucial for navigating this technology's ethical and educational implications" (Egunjobi J.P. 2024)

LITERATURE 1518

AI's Transformative Potential in Education

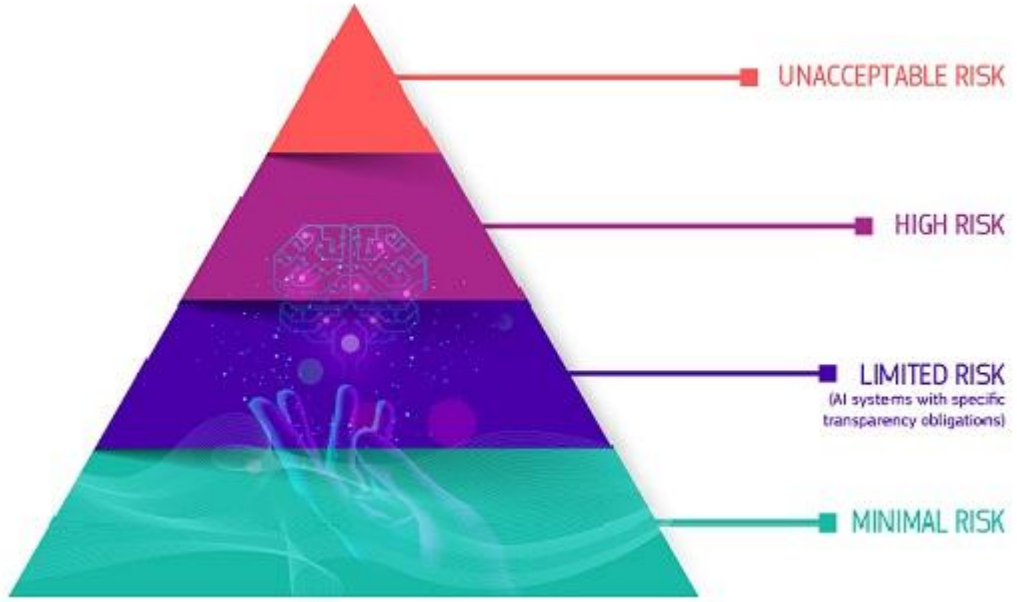
Concerns in AI Integration

European AI Framework

Artificial Intelligence is described as a transformative system that offers opportunities for the expansion of research; however, the application of AI in education brings forth a number of concerns. (Greiman, 2021; Hogenhout, 2021). Federspiel et al. (2023)

Data Privacy and Security, bias and fairness, Lack of Human Interaction, Cost and Accessibility, Teacher Resistance and Training, Ethical Considerations, Dependence on Technology Content Quality and Relevance

The European commission released the first-ever legal framework “AI Act” (Regulation (EU) 2024/1689). The pyramid graph classifies AI systems into four categories of risks



Balancing Policy, Responsibility, and Flexibility

Students’ engagement enquiry

Academic Integrity

Technology and Society

Specifically in the field of higher education, based on a study, which gathered information from 457 students and 180 teachers, the research explores the various effects of incorporating AI into university education while assessing Pedagogical, Governance, and Operational aspects. 5 core principles of “beneficence, non-maleficence, autonomy, justice and explicability” (Chan, C.K.Y. 2023) Floridi’s framework (2021) have been conceived, grouping the majority of national AI policies in force as a starting point for future development. The goal is to formulate a policy focused on AI education for higher education by analyzing the perceptions and consequences of text-generating AI technologies and identifying the most appropriate responsibilities and actions . But how can a framework be applied effectively? While it may seem inflexible and rigid to suggest strict guidelines in a setting where teachers foster a supportive learning atmosphere, I feel that the prevalence of AI today makes it crucial to restore order and discipline among students.

These consequences for students stem from an overconsumption of digital tools that can indeed lead to a significant disconnection from reality. This disconnection can manifest as a loss of critical thinking skills and an inability to engage in meaningful discussions. Students may become overly dependent on AI solutions, which can diminish their creative problem-solving abilities. “possible loss of personal writing talents” (Li and Zhang 2022) For example, when asked what are the positive effects of artificial intelligence (AI) in the field of education, AI itself identifies the following as areas which the AI's intervention is capable of improving.

Enhanced Learning

Integrity and Originality

Transparency

However this could be ambiguous as realistically this guidance potentially presents vagueness and a lack of clarity. In fact, AI responses might represent a limitation since the artificial advice could likely be reductive and generalised and demonstrate it in most areas of exploration. The issue tend to be more intricate and has implications specifically in two realities: first, current AI primarily provides information based on existing rules and policies, which hinders our ability to envision the future, develop a better system, and assess potential solutions; second point: What assurances do instructors have regarding AI-described procedures such as:

Supplementing Knowledge: Students can utilize AI to clarify concepts, obtain summaries, or explore different perspectives on a topic. (AI result)

Promoting Critical Thinking: When used as a research tool, AI can encourage students to evaluate information critically rather than accept it at face value. (AI result)

Are these aims genuinely acknowledged, honored, applied and comprehended by students? Who assures that students would not attempt to manipulate the system, evade detection, and that they have genuinely investigated and understood the content?

The key issue isn't to pinpoint the use of AI, which can undoubtedly help provide a well-organized structure for an essay, ”It has recently assisted many in academic writing (Wu, 2023), but as declared and established if “Academic writing is the foundation of higher education, which teaches students research, communication, and analytical thinking abilities (Hacker, 2008) how can students maintain high standards preventing the possibility that AI could negatively impact on misconduct and engagement? According to researchers, institutions need insist on reinforcing the policies and AI preparation “to navigate the ethical, social, and economic issues” (Chan C.Y.C. 2023) “prioritize discussions and the formulation of legal and ethical principles (AI regulation, 2023; UNESCO, 2023)” However there is another discussion,

the conflict between reactive policies and pro-active policies (Thomas Lancaster, 2001), adopted by the different universities. This policies' imbalance "lack of consistency across the whole Higher Education sector" (Thomas Lancaster, 2001) encourages the culture of cheating by making students believe that by moving to a more tolerant institution they will not be subject to a strict control on AI use. The affirmation ""The education on academic and research ethics should be strengthened ((Chan C.Y.C. 2023) reveal an urgency to update of policies and frameworks aiming to improve the capacity of teachers to assess the genuine engagement of students and reduce academic misconduct.

A further analysis of this study is to evaluate the introduction of some flexibility to facilitate foreign language learners and students with learning difficulties as this distinction/justification is not currently recognized by the AI tables guide present in the briefs. "AI can be beneficial when dealing with two challenges experienced by many: language barriers and cultural differences" (Luckin et al., 2016)

Reading an essay, how to acknowledge that students have indeed internalized information, and it reflects the true essence of their involvement aligning with educational objectives? However it seems that major attention is concentrated around Academic integrity and the relationship between the phenomenon of technology and society evolution. "shifting generational attitudes and prevalence of information technology" (Cojocariu V. M., Mares G. 2021)

Extensions of Man, McLuhan (1964) for instance looks at this combination and his viewpoint suggests that technological progress affects social institutions, cultural practices, and human behavior, as well as guiding the course of social evolution. This finds are confirmed by observing the response of people interacting with this technological

development. However, in contrast to McLuchan's view, which emphasizes mass influence, recent research indicates that various factors are shaping students' thinking today. A comprehensive study conducted by International Journal of Educational Research in 2023 evaluated students' perceptions of the use of artificial intelligence for construction of academic essays, opinions are varied and reflect multiple schools of thought. Some students are embracing AI technologies, seeing them as tools that enhance learning and provide personalized educational experiences. These tools offer a range of features, such as grammar and plagiarism checks, content generation, and paraphrasing (Hu, 2023), while on the contrary, there are students who express concerns about the over-reliance on AI "damaging students' learning outcomes (Chan & Lee, 2023; Korn & Kelly, 2023; Oliver, 2023; Zhai, 2022). This challenges the idea of technological determinism, which states that technology influences all social progress. According to what Martinez said, which I believe requires a more specific analysis, it all depends on "The incorporation and use of AI has been influenced by differences in teaching methods and course offerings (Martinez, 2022)" To date, we have no doubt that AI has the ability to adapt the form and satisfy the structure of an academic work, and in compliance with academic parameters. But another question arises spontaneously, in the scenario of a conflict between AI and conventional writing, especially where potentially the only traditional resources such as books, articles and class notes would be available, can we be sure that a student would still maintain the same high standards and satisfy all the requirements if deprived of the use of AI? This is the real challenge that prevents us from recognizing the different levels of learning, which is difficult to identify in the perfection of "digitally" produced essays and to measure the preparation of the student.

For instance, considering the case of an aspirant doctor, where all theoretical knowledge needs to be applied in a practical manner, I found interesting the research process of an academic publishing platform which focused to report "Unreliable sources and the Importance of human supervision" (Elsevier B.V. 2024) There is a confrontation between two statements which indicate human and AI implication and difference. Are evident some errors that inevitably change the significance of the content.

“The malaria parasite Plasmodium falciparum has an organelle that is significant in its life cycle called an apicoplast, which contains its own genome but the regulation of apicoplast gene expression is poorly understood.”

Conversely, the summary produced by AI reads as follows:

“The malaria parasite Plasmodium falciparum has an apicoplast, an organelle with its own genome, significant in its life cycle, yet its gene expression regulation remains poorly understood.”

“In the AI-generated text, it is not clear what ‘its’ refers to in each instance because it could either refer to Plasmodium falciparum or it could refer to the apicoplast. This is why we need humans to supervise AI bots and verify the accuracy of all information submitted for publication.” (Elsevier B.V. 2024)

This is once again the result that AI is an exhaustible source and that the collection of all data always derives from human activity which the engine channels into its system and distributes as a response to the various requests without going beyond. There is an important reflection that enquiry the comparison between AI and human intelligence concluding that "the perfect evolution is found in the intersection between man and machine" (Cazzaiol I. 2019)

Discussion 1415

AI-generated essays declaration

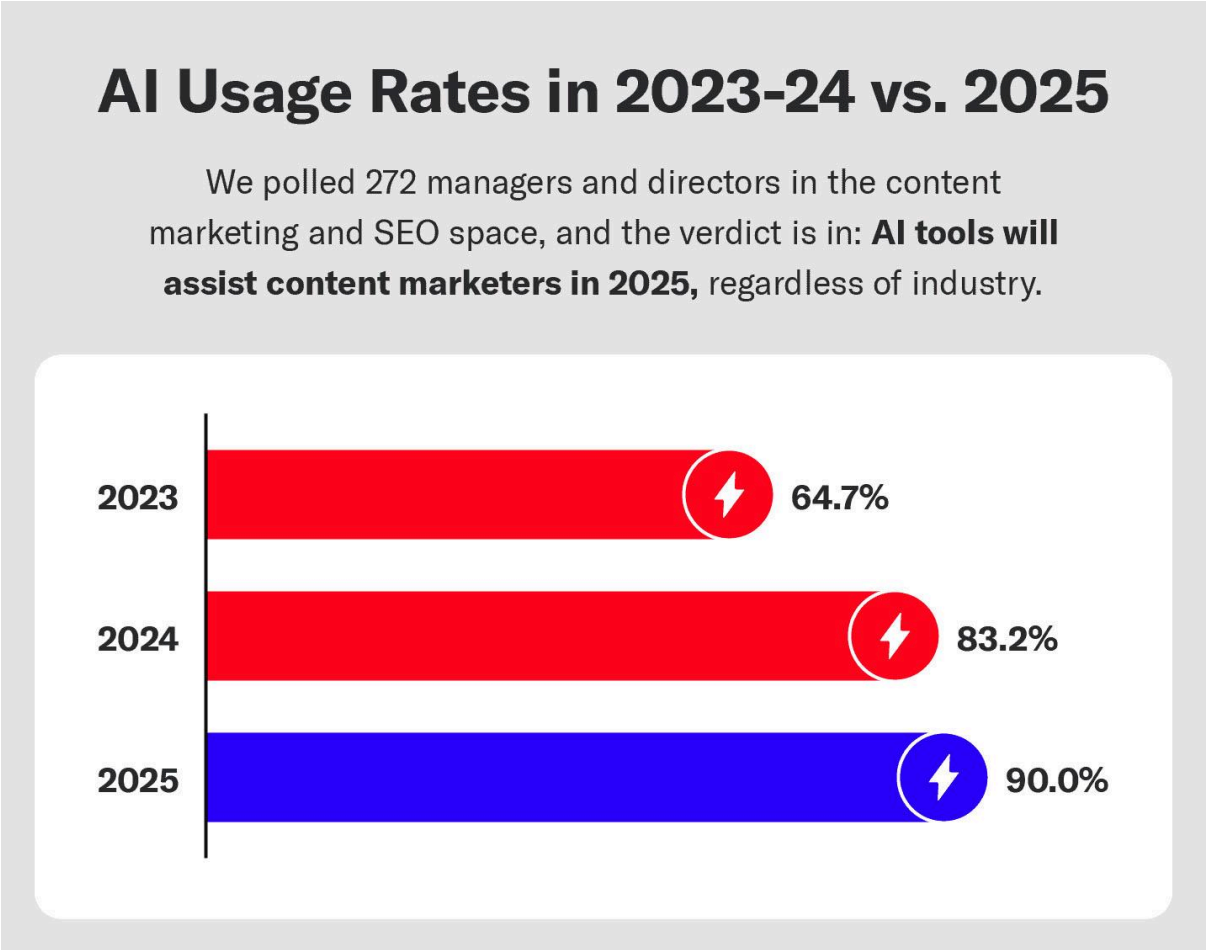
Plagiarism platforms correctors

Data of AI usage increment

Nowadays, it seems that the only way for students, after a submission, to prove that the essay was not produced by AI is to make a statement declaration and keep the draft archived; however, no one can guarantee that this will be handled honestly because it is difficult to know what ethical considerations students have. The development of different tools and platforms, such as Outsmart AI Censor, Writeless AI, Phrasly.AI, have raised concerns about academic integrity.

These tools can inadvertently encourage students to engage in dishonest practices, ensuring 100% plagiarism free and weakening the ideal of promoting authentic learning and critical thinking skills “harm the students’ learning outcomes” (Chan & Lee, 2023; Korn & Kelly, 2023; Oliver, 2023; Zhai, 2022).

The accessibility of such resources creates a complex landscape in which the line between assistance and unethical behavior can become blurred. Social media platforms are fascinating forces for students, through advertisements designed to promote the culture of cheating, promising to support them in building an essay by simplifying time and effort. It has been established that the economy/finance, healthcare, and transportation are the main industries where AI adoption had the biggest impact, indicating that graduates will need to have a solid knowledge of AI principles, so the consequence is that this training will have to take place within the academic environment, putting pressure on the education system. Below is a table of how the use of artificial intelligence has increased in recent years in the business sector, leaving us to deduct on how the sensitivity of students, in an excessive use of AI could be compromised and potentially the policies of misconduct not deeply observed.



Evaluation of methods to meet students needs

Frameworks, suggestion of old methodologies to incorporate

So, with the intention of remaining vigilant, would be useful to identify what could instead serve as further reliable evidence, such as the introduction of oral tests supported by several European countries. “Oral exams and assessments tend to be more common in European countries” (Stoutenburg L., 2025) For example, incorporating consistent VIVA sessions, random oral exams, annotated bibliography, monitored exams, and all forms of assessment after the presentation phase could improve assessment methods and tangibly reflect students’ progress, dedication and responsibility. This approach would emphasize the importance of ethical, critical thinking, and deep learning. Instead of simply

checking off traditional indicators of honesty and originality, the new modified framework could incorporate methods to assess student understanding of the content being explored. While other forms of assessment to gauge student engagement already exist during classes, such as reflective assessments, peer reviews, and interactive discussions that require students to express their thoughts and insights, these occur in the intermediate process, instead implementing a later phase could further help students get into the perspective that written essays need to be constructed with as much transparency as possible. In this framework, educators would be better equipped to foster an environment where students are encouraged to think independently and demonstrate their understanding rather than resorting to simplistic shortcuts. The aim would be to create a sustainable educational model that adapts to the realities of AI tools, prioritising genuine learning experiences and avoiding, for example, the introduction of remote methodologies such as proposed in Australia “Universities have had to change their assessment and assessment procedures back to pen and paper” (Cassidy, 2023; Cavendish, 2023). Luca Gervasutti, who is the director of a higher education institution in Northern Italy, has started a project entitled "Against ChatGpt, More Value to Oral Tests” that emphasizes the importance of oral exams because written assignments can easily be duplicated. In Italy in the early 2000s, before concerns about artificial intelligence emerged, a different "issue" occurred: scheduled tests that allowed students to study for a designated day without the fear of being caught unprepared.

This less rigid approach allowed students to better manage anxiety, the opportunity to catch up on studies, and avoid experiencing the terror of an unexpected interrogation call. From a teacher's perspective, improved organization, student behavior management, ensuring inclusiveness and equal opportunities. So could this model in the age of artificial

intelligence, if brought back to its original state when the interrogations were random help determine the veracity of submitted essays?

Oral assessment: VIVA

International students and ALN challenges

AI in Writing: From Original to Plagiarized

Adopting, for example, a random method of oral tests could potentially allow students to change their behaviors as they interact with artificial intelligence too superficially and start to familiarize with a system in which they must demonstrate understanding and critical thinking, which is essential for academic development? Viva is a very valid verbal assessment that allows to contextualise the subject matter explored, also stimulating the practice of repetition, which is a efficient method to boost and retain the informations "learning effect" Ebbinghaus, 1964) "theories on memory consolidation" (SCT, Squire and Bayley, 2007) ."Today, viva voce assessments remain central to PhD examinations" Dr Chris Della Vedova, a senior lecturer of biochemistry and biomedical sciences at the University of South Australia declared. "To test students' knowledge more effectively" and "significantly reducing misconduct" (Cassidy C., 2024). On the other hand there is an argument against the decision to re-introduce obsolete assessment techniques as according to the lecturer Toby Walsh this methodology acts to the detriment of disadvantaged students "the format may unfairly disadvantage students who use English as a second language or introverted people who dislike public speaking." (Cassidy C., 2024). The total prohibition of AI that has the potential to enhance learning experiences if used with moderation, particularly for students with cognitive deficits or those who are non English native speakers would be penalised. "AI can be beneficial when dealing with two

challenges experienced by many: language barriers and cultural differences” (Luckin et al., 2016) However while it can provide crucial support, the integration of AI into academic settings raise concerns about originality and academic integrity. In many cases, writing generated or paraphrased by AI tools is often flagged as plagiarized, which complicates the academic journey for those relying on these technologies for assistance.

For international students and individuals struggling with language proficiency, tools like Google Translate may not suffice. These students can struggle to formulate coherent sentences, and their thoughts might be expressed in a way that is difficult to understand. AI can assist by identifying key words and concepts and improve sentence structure, but this assistance comes with its own challenges. When a student uses AI to refine their writing, even arrive from original thoughts it is classified as “generation content” and give rise to a plagiarism procedure.

As a result, these students may find themselves facing additional hurdles, if deprived of artificial assistance and if there would not be an updated framework that would allow them to have a valid justification for using AI. The educational system has yet to fully address the diverse needs of all students, as they still navigate to neutralise the negative effects caused by it. Meanwhile the University College London (UCL), developed a three-category framework to address the integration of AI technologies like ChatGPT. This framework, outlined by Brumby et al. (2025), categorizes GenAI tools into three roles: tools that cannot be used, tools that can be used in an assistive capacity, and tools that play an integral role in the learning process.

This classification reflects a growing trend among UK universities to establish policies that recognise both the benefits and challenges of AI in educational settings. It is essential that institutions continue to develop strategies that support the diverse exigencies of students

and strike a balance between academic integrity, standards and needs. According to Maslow and his concept of self-actualisation, the learning process is characterised by the combination of personal skills "the full use of talents, abilities, potentialities" (Bharati C. 2017) "A Theory of Human Motivation' (Maslow A. 1943)

My study encourages us to broaden the approach to improving methods for working with AI in essay construction, by developing a system that can allow students to truly understand the role of AI as a supplement rather than a substitute for their own research, where effort is part of academic development and self-actualisation quality can be recognised. The combination of written essay and verification through oral exam would strengthen students' skills to navigate in a field where the concept of human interaction remains fundamental, would amplify the knowledge and limit the superficial use of artificial intelligence.

METHODOLOGY 606

Personal evidences

Student's survey on perception of AI

My methodology is supported by personal evidence to demonstrate that I am the primary subject of this discussion because I am not a native English speaker and I suffer from concentration issues, dyslexia, and undiagnosed ADHD, all of which have a significant negative influence on my writing and for which AI solutions have proven essential. Three distinct processes to develop a single concept, I call them Draft, Middle Draft (translation), and Final (AI tool assistance). The purpose of this procedure is to show how an original piece of writing becomes the subject of plagiarism after passing through an AI engine.

Resources used:

1. Google Docs

2. Google Translate

3. Squarespace

4. Quaibot AI Detector

DRAFT: shows the beginning and development of the ideas I wish to pursue more on a specific topic. It is written in one sitting, mixing English and Italian without focusing on the form. The sentences are poorly structured but there is a concept that then needs to be improved through the intermediate stage for translation and final stage where complete paragraphs will be formed with the aid of artificial intelligence.

Middle draft: During this stage, I organise my initial thoughts into a more logical structure. The writing is now entirely in English, but sometimes still recognise that some lack clarity with as still linguistic and dyslexic gaps.

Final: The AI tool receives the translated and (not always paraphrased) text and can determine the meaning of my words. It provides me with a well-organised written piece that expresses my ideas and that I could never have produced on my own.

AI in certain cases really supports students with cognitive deficits, second language speakers "AI has the potential to make learning more inclusive" (Kaplan, 2025). However I noticed that a piece of writing paraphrased by artificial intelligence is anyway recognised as a plagiarised piece so this surely would intaccare the policy of academic integration with the risk to have the essay annulled. In the specific case of international students often is not enough to use google translate in equal way is not enough for people with difficulties to structure a sentence to paraphrase, The thoughts expressed really can appear distorted and complex to be chomprended, AI offer a solution under this aspect in the sense that even a bad structure of a sentence could be adjusted recognising the key words, but unfortunately this is not riconosciuto in quanto il testo originato dal motore AI e' di fatto un risultato AI ma sulle basi di un pensiero proprio, l'unica cosa e' in quanto tale non esiste liberta' di poter essere contestato, quindi gli studenti che per far fronte alle proprie problematiche linguistiche, cognitive or both si ritrovano ad avere un problema ulteriore da risolvere. The educative system still seems weak in find resolutions and accommodate all students needs, even them investing their effort to neutralizzare gli effetti dell'intelligenza artificiale, un lampante esempio e' UCL's three-category framework designed in 2023 to promptly fight l'avvento di ChartGBT. Il framework consiste in three categories (Brumby D, Cox A., Sarkar A. and Gould S. 2025) GenAI tools cannot be used, GenAI tools can be used in an assistive role, GenAI has an integral role. Which slightly reflects the characteristics of the line adopted by numerous universities across UK.

Google Traduttore

Rileva lingua Italiano Inglese Francese

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Inglese Italiano Spagnolo

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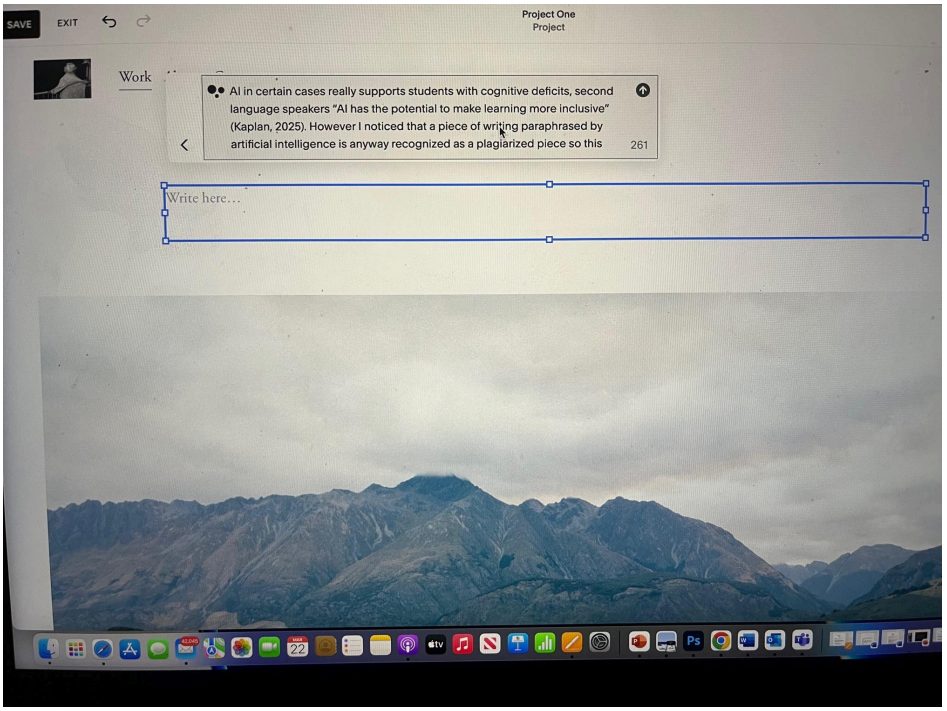
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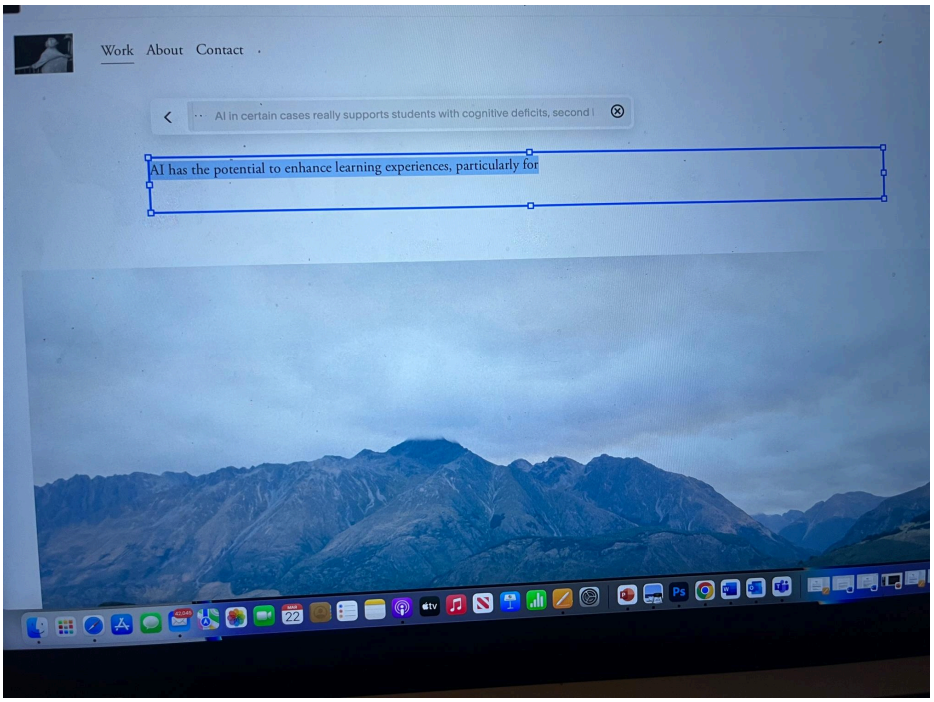
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AI has the potential to enhance learning experiences, particularly for students with cognitive deficits or those who are non-native speakers of a language. While it can provide crucial support, the integration of AI into academic settings raises concerns about originality and academic integrity. In many cases, writing generated or paraphrased by AI tools is often flagged as plagiarized, which complicates the academic journey for those relying on these technologies for assistance.

For international students and individuals struggling with language proficiency, tools like Google Translate may not

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What do you need? -31

Simplify Shorten Lengthen

AI has the potential to enhance learning experiences, particularly for students with cognitive deficits or those who are non-native speakers of a language. While it can provide crucial support, the integration of AI into academic settings raises concerns about originality and academic integrity. In many cases, writing generated or paraphrased by AI tools is often flagged as plagiarized, which complicates the academic journey for those relying on these technologies for assistance.

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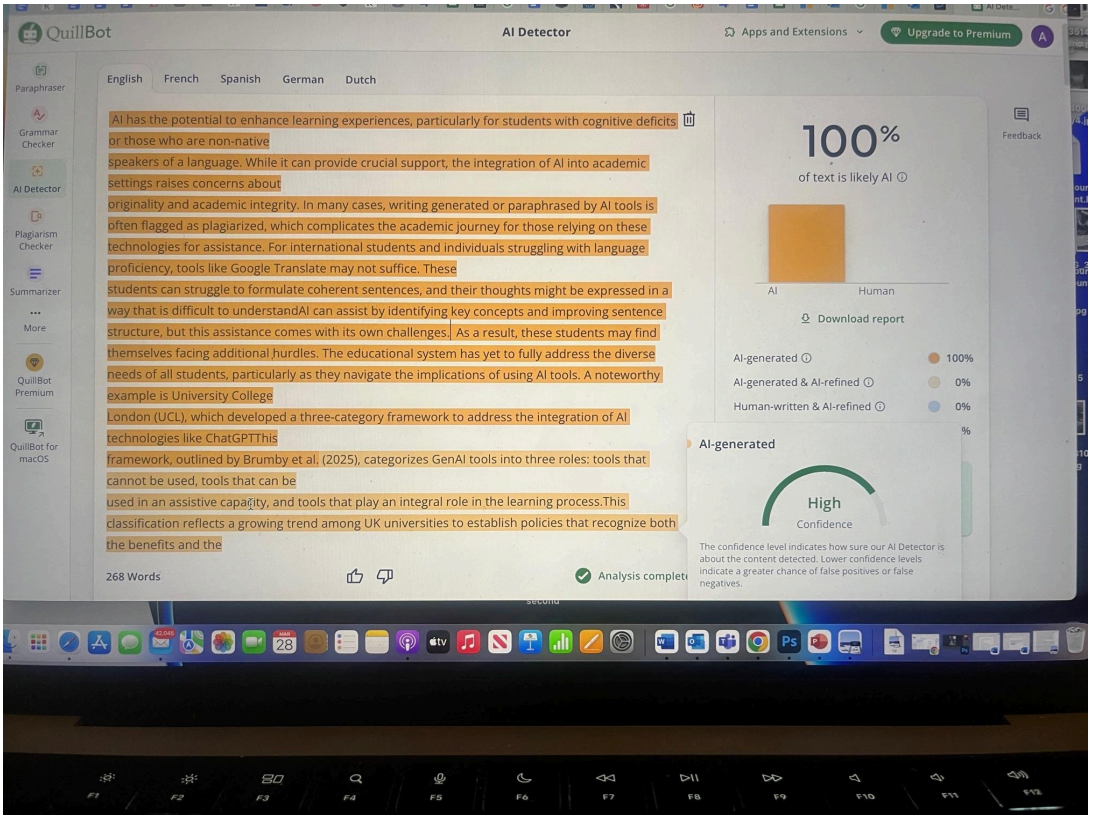
As a result, these students may find themselves facing additional hurdles. The educational system has yet to fully address the diverse needs of all students, particularly as they navigate the implications of using AI tools. A noteworthy example is University College London (UCL), which developed a three-category framework to address the integration of AI technologies like ChatGPT. This framework, outlined by Brumby et al. (2025), categorizes GenAI tools into three roles: tools that cannot be used, tools that can be used in an assistive capacity, and tools that play an integral role in the learning process.

This classification reflects a growing trend among UK universities to establish policies that recognize both the benefits and the challenges of AI in educational contexts. It is essential for institutions to continue developing strategies that support the diverse needs of learners while maintaining academic integrity and standards.



In addition, I have conducted a survey, composed of 9 questions, involving 22 UWTSD students from various courses and years who are under pressure to meet deadlines. The purpose of the survey is to find out their perceptions about AI as a support system, to note how many students in percentage are affected by learning problems, and whether they think traditional oral exams should be introduced. I believed that a student's opinion during

the essay-writing process would be honest and sensitive in its expression. To ensure privacy and impartiality, survey responses are anonymous and allow respondents to freely express their opinions and/or concerns.

Findings:

Are you affected by any learning difficulties like dyslexia, ADHD, ASD, etc?

59% Affected by learning issues

41% No affected

Are you native English speakers?

91% English speaker

9% No native English speaker

How do you use AI in supporting your work?

Structure 31%

No use 23%

Grammar check 18%

Research 14%

Yes, without specifications: 14%

Which platform do you use?

Chat GPT 69%

Grammarly 22%

None 9%

Do you use programs to manipulate the detection of AI?

NO 100%

What do you think if institutions would integrate constant oral assessment after every single essay submission and monitor written exams in the class?

Agree 59%

Disagree 23%

I don't know 14%

no opinion 4%

Would you feel penalised?

No 63%

Yes 23%

Don't know 10%

No answer 4%

Have you ever read academic misconduct policy?

Yes 55%

No 36%

I don't know 9%

Are you pro or against AI for written essays?

Pro 46%

Against 36%

Pro with moderation 18%

These findings reveal a situation where students' responses are not unanimous, indicating that the argument for AI in the education environment needs to be expanded mostly as, for example, almost half of students have no notions on academic misconduct policy. An ulterior division is evident in the last question. AI is a vast field where educators, researchers, and students need to deepen in order to make it use appropriately.

Conclusion 542

The dual nature of AI in contemporary society

AI in the art context

The Evolution of AI: From Rudimentary Tools to Powerful Innovations

Future directions

We know that in contemporary society AI is a subject of debate with theories in accord and in contrast with each other. “AI tools significantly impacted the writing of scientific research, enhancing efficiency and quality” “to achieve specific goals’ (UNESCO, 2019) versus AI could diminish these valuable interpersonal connections, potentially impacting student wellbeing and academic success (Selwyn, 2019)

The issues provoked by AI not only regards the sciences disciplines but also humanistic studies, which, while benefiting from more expressive freedom, are similarly criticized and vilified. As someone who hopes to become a visual arts teacher, I can attest that artificial intelligence has made its mark on the realm of visual expression through its use in image creation, which is starting to supplant traditional methods and techniques like photomontage, obviously creating less authentic content. There have been numerous discussions where critics and artists find themselves divided on this issue. They ponder in an artificial space constructed by "algorithmic replication" whether it is morally right to generate images using based text? An artist showcased through practical demonstration how the AI operated to generate an image based on the instruction of "copying" his style. This artist used his name as a reference for emulation,

resulting in the AI being able to recognize the pieces created by him, producing an image that closely resembled his style.

The issue emerges when another artist adopts the same approach, potentially threatening the integrity of ownership, copyright, and intellectual property of other artists. I personally utilize AI to enhance my practice, employing it as an alternative form of representation without casting it in a negative light, but starting from my own concept as in writing.The level of maturity of students should be an object of interest as educators are not yet in the position to fully monitor stages of an essay construction and prevent the inappropriate use of AI, despite the commitment of the Universities to specify what a student is allowed to use AI for and what is prohibited. My considerations are that the evolving landscape of artificial intelligence illustrates a journey marked by both promise and challenge.

Initially, the use of AI was somewhat rudimentary; it performed functions that met immediate needs without grand expectations. As familiarity with AI grew, so did the enthusiasm around this application, yet this was accompanied also by an overload of information. “The ways in which technology unfolds across societies are never fully predictable or knowable. This uncertainty is what makes the prospect of any new digital technology exciting (but also dangerous) Neil Selwyn, 2019. However as society matures its understanding and application of AI, a shift can be anticipated. The overwhelming influx of information will likely give way to a more discerning approach, where focus centers on the quality and significance of data. By prioritizing material that can truly impact study paths positively, AI can transition from a source of confusion to a powerful tool for meaningful innovation. Thus, the future of AI lies not in merely accumulating data, but in a refined understanding of its potential to enact change when utilized with intention and care.

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