GAS Journal of Arts Humanities and Social Sciences (GASJAHSS)

Volume 3, Issue 10, 2025 Homepage: https://gaspublishers.com/gasjahss/ ISSN: 3048-5002
Email: contact@gaspublishers.com

How Do I Use AI in Education? Perspectives of Teachers

Dr Judith McKeon, MKLC

Acorn House, Midsummer Blvd, Central Milton Keynes MK9 3HP

Received: *15.09.2025* | ***Accepted:*** *15.10.2025* | ***Published:*** *19.10.2025*

***Corresponding Author:** *Dr Judith McKeon, MKLC*

DOI: *10.5281/zenodo.17391774*

Abstract **Original Research Article**

This paper investigates how teachers view the use of Artificial Intelligence (AI) in educational environments, including universities, further education colleges and workplace training programmes. Successful implementation of AI technologies depends on teacher attitudes and their personal experiences, because these factors determine their willingness to adopt new educational tools. This research examines teacher perspectives about AI through a survey of 27 educators, who evaluated their understanding of AI benefits and risks and their institutional backing. Results showed that teachers had knowledge about AI systems, and ChatGPT stood out as their most familiar tool, while they applied AI for creating educational materials, planning lessons and administrative work. Participants expressed concerns about academic dishonesty, false information spread, lack of creativity and an overreliance on technology. The survey results showed that 96 percent of teachers wanted better regulatory frameworks and 74 percent supported official institutional policies for AI use. Teachers demanded training programmes that would teach them both technical AI skills and ethical principles for responsible AI usage this research supports current discussions by demonstrating how institutions must create proper governance systems to enable teachers to feel confident about AI implementation. AI adoption in education needs sustainable policies, ethical frameworks and training programmes that transform teachers into active participants instead of passive technology users.

Keywords: Ethical use of AI; governance frameworks; teachers' attitudes.

1. Introduction

The implementation of Artificial Intelligence (AI) in educational settings has become a major focus for researchers together with policymakers and educational practitioners. AI applications, which include adaptive learning systems, automated assessment tools, predictive analytics and intelligent tutoring systems, function as transformative educational drivers, according to Holmes et al. (2022) and Luckin (2023). The integration of AI technology receives support from advocates who believe it enables customised learning experiences, improves accessibility, reduces administrative tasks, and provides data-driven insights for supporting educational decision-making (Chen et al., 2020; Zawacki-Richter et al., 2019).

Implementing any new system is likely to face a number of obstacles during its deployment process, and the integration of AI systems is not without challenges. Concerns about algorithmic bias, data privacy, the degradation of teachers, and the loss of human interaction in educational settings highlight some of the obstacles relating to AI integration (Williamson & Eynon, 2020; Knox, 2020). Discussions about AI in education must involve teachers because they are the ones connecting technology with classroom delivery and consequently their own experiences and professional judgements about the use of AI are strong determinants in whether AI is implemented, resisted or adapted within their classroom context (Sailer et al., 2023)

Being able to understand teachers' attitudes on AI is therefore essential. Some teachers view AI as a valuable tool that can facilitate individualised teaching but others express doubts about system reliability, workload effects, and alignment with educational values (Aldowah et al., 2019; Azevedo et al., 2022). Investigating teachers' perspectives provides insights not only into the practical implementation of AI but also into broader issues of professional identity and human–machine educational collaboration methods of the future. This paper investigates teachers' opinions about AI implementation in education through an analysis of current research findings and teachers' practical applications. The research focuses on the voices of educators to develop a deeper understanding of how AI can be ethically and effectively embedded within teaching and learning, while respecting human judgement and interaction.

While research into Artificial Intelligence in education has grown significantly throughout the past few years, most studies focus on the technical development of AI applications and their potential to enhance learning outcomes, or their ethical and societal consequences (Zawacki-Richter et al., 2019; Holmes et al., 2022). Fewer studies have examined the essential role of teachers in AI classroom implementation, despite their critical position in mediating the use of AI in educational settings (Sailer et al., 2023). Existing research studies about teacher perspectives show mixed results because teachers support AI-based differentiated instruction yet express concerns about workload management, data protection, and professional freedom (Azevedo et al., 2022; Williamson & Eynon, 2020).

This current study bases its research on existing debates through a review of AI in education which starts by discussing its main advantages and difficulties, before examining research that focuses on teacher perspectives. The review combines existing research to establish the context for this study while demonstrating its unique contribution to AI education research.

2. Literature Review

AI in Education: Current Landscape

The field of Artificial Intelligence education research has experienced rapid growth because it now includes adaptive learning systems, intelligent tutoring systems, automated grading, chatbots, and predictive analytics. Chen et al. (2020) and Zawacki-Richter et al. (2019) explain how these technologies are able to create personalised learning experiences through analysis of the data, and supporters of AI affirm that such customised learning creates more opportunities for high-quality and inclusive education. Luckin (2023) discusses how adaptive systems can be used to adjust teaching and learning content in real time, while any learners falling behind in their learning can be more quickly identified than by using traditional methods. Nevertheless, implementation of AI lacks consistency and there are many questions about the willingness and confidence of teachers to use such systems. The educational community needs to develop specific research approaches to study AI applications in education because of these challenges (Holmes et al., 2022).

There is much debate now about the positive impact of AI, especially in addressing the needs of non-traditional learners and this is being spearheaded by the universities. The potential of adaptive learning systems that enable a personalised approach has been shown to enhance the learning experience (Bellaj et al, 2024) and du Plooy, Casteleijn and Franzsen (2024) advocate implementing such AI systems into existing higher educational frameworks. It is the way in which AI can enhance accessibility and achieve more educational equity, especially for students with disabilities, that makes AI so attractive (Schmidt et al, 2024). However, it seems that not all teachers are convinced, which accounts for the reluctance of many to implement AI into their classrooms.

Teachers and AI

Teachers are the main link between educational technology and teaching methods because they determine how AI systems get implemented in classrooms (Sailer et al., 2023). The way teachers view AI tools determines whether these tools become successful educational tools, face resistance or are abandoned. Studies show that some educators view AI as a beneficial resource, which helps them deliver individualised instruction and reduce their workload (Aldowah et al., 2019), but other research shows that teachers express concerns about AI systems and their ability to deliver accurate

results, reliability and worry about losing control over their teaching methods and possibly job losses (Chan & Tsi, 2024). The study conducted by Azevedo et al. (2022) demonstrated that numerous teachers remain cautious about AI systems making educational decisions, especially when these decisions impact assessment and feedback processes.

Too many teachers, however, it has seemed like fighting a losing battle as they try and stop learners using AI for their assignments. The University of Sydney (2024) has an AI policy that allows AI in assessments as long as students acknowledge its use. This approach is more in line with the recognition that AI is being used by students, but they must learn how to use it responsibly. There is growing evidence that other universities globally are also taking this approach, with specific guidance given to students from some UK universities (Barker, 2024). Much of this shift in approach towards AI may be in response to the frustration of many teachers concerning the unreliability of AI-detection tools.

Turnitin acknowledged that they experienced high false positive rates and advised that indicators of AI should not be used in isolation that learners may be at fault (Turnitin, 2024). Liang et al (2023) reported that non-native English speakers were being particularly targeted as their writing tended to be presented in a format more aligned with AI. It is clear that AI detection tools may not be robust enough for teachers to make decisions about AI usage and it is raising concerns that false accusations may have a serious impact on the psychological wellbeing of students (Hirsch, 2024).

Ethical and Societal Considerations

Ethical concerns have also been raised in the literature. The use of AI tools in education faces three main challenges which include algorithmic bias, unequal access to technology and the potential to create new educational disparities (Williamson & Eynon, 2020). Weaknesses in digital infrastructure create a higher possibility for these risks to occur and the datasets upon which AI is trained can reinforce inequality or preconceptions (Michael-Villareal et al. (2024). Additionally, the use of AI in education also creates doubts about its effects on human interaction during the learning process. According to Knox (2020), excessive AI implementation in education creates an environment that monitors students and automates teaching instead of promoting essential human connections between teachers and students.

For many teachers, however, the question of authenticity overshadows the use of AI and challenges the concept of academic integrity (Azevedo et al, 2022). There is a fear that students using AI will not develop their own understanding as they succumb to the temptation of writing assignments in less than half the time they would be able to do on their own. Yet, it is very difficult for teachers to make informed judgements on essays that have been produced with the help of AI. Often this is because students have also found a way of circumventing AI detectors by requesting AI to authenticate and humanise their work (UNESCO, 2024). This makes it even more difficult for teachers to use an AI-detection strategy, as they can no longer trust the system. In addition, it creates an environment where those who use such tools can avoid detection and thus creates further inequality in the education system.

Policies, Governance, and Organisational Readiness

The European Commission (2022) and UNESCO (2021) have started to provide guidelines but educational institutions lack proper policies for AI implementation in their systems and this lack of established guidelines for responsible AI usage creates uncertainty for educational staff members. The absence of organisational governance systems makes it harder to protect student data and creates problems with accountability and legal responsibility. According to Ifenthaler and Schumacher (2016), unclear principles about data use in learning analytics leads teachers to feel uncertain about their use of these systems. Selwyn (2022) argues that current AI policy frameworks do not match the operational needs of educational organisations. Teachers must handle complex ethical and technical matters independently because institutions lack proper support systems to bridge the gap between educational practice and policy.

Institutions have been slow to respond in providing clear guidance for both teachers and students on the use of AI. This is in part due to the rapid evolving of generative AI tools and undetectable platforms that

students are now using. As UNESCO (2024) reports, few educational organisations have formal policies to deal with AI, which may also be due to the lack of expertise about AI in these organisations. Teacher training has not previously included AI competencies, so many educators feel out of their depth and reluctant to make decisions about AI use. The lack of training and understanding of AI means many teachers are unaware of how best to use AI in their teaching practice (Pikhart & Al-Obaydi, 2025). This leaves a very fragmented approach to dealing with the challenge that AI is now presenting.

3. Contribution of This Study

Existing literature shows increasing recognition of AI capabilities and threats yet organisations lack proper governance systems to determine how teachers should use AI. The majority of existing research investigates either the technical features of AI systems or general ethical guidelines. This study investigates teacher perspectives about use of AI and provides essential knowledge relating to concerns about the lack of clear institutional policies and governance frameworks. It thus contributes to ongoing discussions about implementation of AI in education.

The educational field shows both positive and negative aspects regarding Artificial Intelligence implementation. The technical potential of AI for personalised learning and operational efficiency and student involvement has received substantial research attention yet teachers continue to express worries about ethical matters, workloads and professional freedom. Research shows that organisations lack proper policies and governance systems which create a significant gap between educational institutions and their classroom operations. The absence of institutional guidance forces teachers to handle AI adoption independently which creates more uncertainty and opposition.

To capture insights about teacher perspectives on AI in education, a survey was conducted with 27 teachers from FE colleges, universities and work-based training institutions to understand their AI-related experiences, opinions and professional concerns. The following methodology section outlines the research design, participant selection process, data collection methods and analytical techniques for studying these perspectives.

4. Methodology

This study used an online survey to collect data about teacher opinions regarding Artificial Intelligence applications in educational settings. The survey approach was chosen as it effectively reached participants across different learning environments and provided a range of viewpoints within a relatively short timeframe. In total 27 participants took part in the survey, including those from different educational backgrounds, which allowed insight into both academic and vocational learning environments. The survey was administered online using Microsoft Forms and contained both multiple-choice and open-ended questions, which measured participants' AI-related experiences, their views on benefits and challenges, and their thoughts about organisational AI governance systems. Participants joined voluntarily and were assured of confidentiality and anonymity. Quantitative data were presented through descriptive analysis while qualitative data were analysed thematically to reveal dominant patterns and concerns.

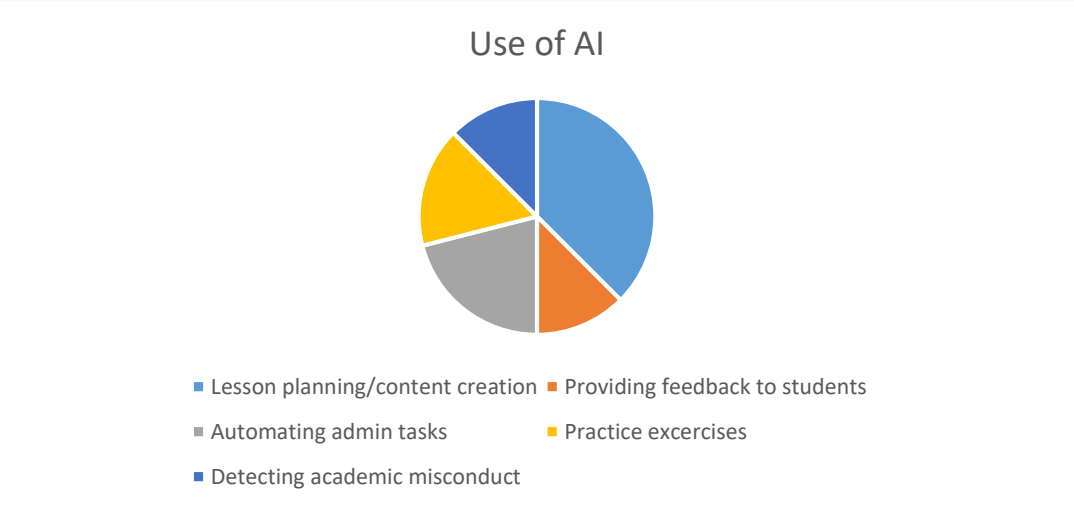
The survey results about teacher perspectives on AI in education need to be evaluated with caution because of several important limitations. The study's limited participant number of 27 teachers inhibits generalised conclusions that apply to all teachers since these perspectives might differ from the broader teaching population. In addition, the voluntary participation method could have created a self-selection bias because teachers who showed strong interest in AI or expressed concerns about it were more likely to participate. This study depends on self-reported information which shows how teachers feel about AI, but the research results provide essential information about teacher opinions and highlight areas for further investigation.

5. Findings

The survey responses provide an insight into how teachers across universities, further education (FE) colleges, and workplace training settings perceive and use Artificial Intelligence in education. Most teachers had at least some awareness of AI, but confidence levels varied. Nearly half (48%) were

somewhat familiar with AI and a total of 30 percent were very familiar. That contrasted with 22 percent who had heard of AI but were not confident about using it. ChatGPT dominated awareness compared to other tools, with 60 percent stating this was the one they were most aware of, and this supports Sailer et al. (2023), who noted that awareness does not always equate to confidence or effective integration. Apart from ChatGPT, 20 percent of participants understood that AI was used for automated marking and feedback systems, especially useful in online delivery. In terms of current use of AI tools in online teaching and assessment, 33 percent stated they used regularly, while 41 percent used occasionally; 19 percent did not yet use any AI tools but could be interested. Those who did use AI were asked the purpose and Figure 1 shows that the majority used for planning lessons and creating content. The second most popular use of AI was for automating administrative tasks, followed by automating practice exercises online. Providing feedback to learners and detecting use of AI or plagiarism were both used by fewer than quarter of participants?

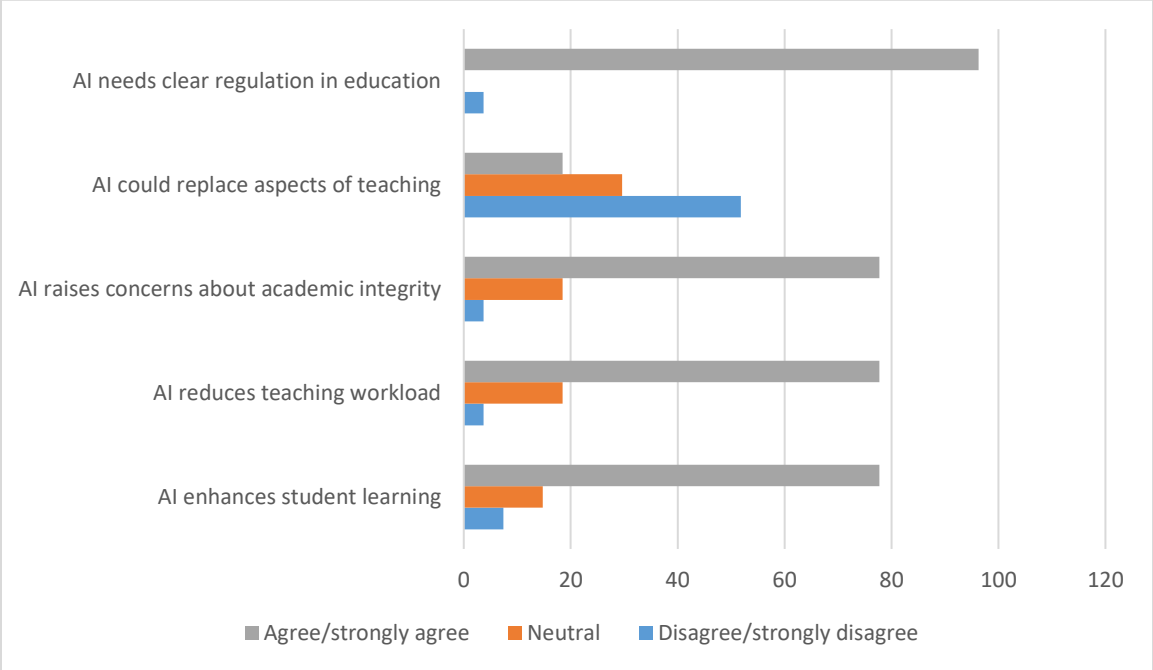
Figure 1: Ways Participants Use AI



Those who used AI detection tools relied on the most well-known, ZeroGPT, which benefits from being free to use. The AI detection feature of Turnitin was also used, although this was mainly from those whose organisations subscribed, and some also used Quillbot at no extra cost. However, significantly, 35 percent of those surveyed did not use AI detection tools, although this may be because their organisation had other means of identifying AI usage in students' work.

Participants were asked to rate on a 5-part Likert scale their agreement with five statements (Figure 2). The first of these was that AI can enhance student learning, which 77.7 percent agreed or strongly agreed with. The same number agreed that AI reduces the teaching workload. Equally, 77.7 percent also stated that AI raises concerns about academic integrity. There were fewer who felt that AI could replace aspects of teaching (51.8%) but an overwhelming 96 percent felt that AI needs clear regulation in education.

Figure 2 Participant concerns



When asked about the benefits of using AI in online teaching, there were four main themes that emerged.

1. Timesaving and efficiency were regarded as advantageous: *It mitigates the burden of marking and lesson planning.*

2. A second benefit was teaching and learning enhancement. This elicited a number of responses: *On-demand student support via chatbots, personalised learning paths; Helps me with insight into student performance. Enables tailored teaching content; AI can support differentiated learning by providing tailored resources and feedback.*

3. The third theme was content and resource development: *Supports content research, checks for language proofreading, support with formatting and templates.*

4. Finally, the fourth theme was student engagement and accessibility: *I have seen it used to create online worlds where students can interact with AI to learn about topics such as plumbing; AI tools can enhance accessibility and offer real-time assistance to learners*.

Responses to concerns about the challenges and risks of AI in education also raised four main themes.

The main one was plagiarism and academic integrity: *Plagiarism and students not thinking about work so unsure if they really understand; the biggest risk is people just copying and pasting information without reading it themselves*.

Student understanding and critical thinking were also highlighted: *How to truly assess learners' knowledge; Over reliance on AI with an impact on critical thinking*. The accuracy and reliability of AI was brought into question: *Sometimes not actually giving correct information; Different sites give different % on AI checks.*

Ethical, organisational and policy concerns were raised: *Ethical issues, cheating, privacy and security; Lack of organisation policies and maybe tutors lack confidence in integrating AI.*

The kind of training or support that would most help participants use AI more effectively was identified as workshops on responsible AI use (Table 3). This was closely followed by technical training on specific AI tools. Teachers wanted more guidance on academic integrity and plagiarism, and perhaps some case studies of effective AI practice. Policy and ethical guidelines were also suggested, and 74 percent of the participants would support their institution developing a formal policy on AI in teaching and assessment.

Table 3 Support needed

Workshops on responsible AI use	66%
Technical training on specific tools	62%
Guidance on academic integrity	55%
Case studies of effective AI practice	48%
Policy/ethical guidelines	33%
Support formal policy on AI	74%

Advice the participants would give to other teachers about AI use included the following:

Ensure students know boundaries and work within those and use to give direction for content and feedback but always check and use own words.

Don't be afraid of it but do be aware of it. As with any type of IT, use it as a tool but still think for yourself. This is the same advice I would give a student.

Use it as a starting point to help you plan lessons but with the intention to adapt it to your learners' needs.

Sooner or later, AI is a tool of future that we all can't escape (Make it a partner not enemy).

Teach learners how to use AI responsibly, it can be a great tool when used appropriately.

6. Discussion

The priorities teachers placed on timesaving, administrative support, and content creation match the key benefits Chen et al. (2020) and Luckin (2023) describe as efficiency. This shows that teachers value AI most where it reduces workload, helps them save time, and supports core teaching responsibilities. It also reflects Sailer et al (2023) who found that teachers were willing to use AI tools if they supported their professional role. There is also a sense that the incursion of AI in education is inevitable and more guidance and information is needed to ensure that it is being used appropriately.

Teachers' concerns about academic integrity (77.7%) are valid in that they reflect the conflict between the efficiency of AI and the need to maintain authentic learning experiences and students' critical thinking abilities. There is also the dilemma for teachers that AI detection tools are unreliable and can throw up false positives, thus damaging trust between teachers and students. This may account for why 35 percent of the participants did not use AI detection tools as they did not want to jeopardise their relationship with their learners. The lack of trust in AI systems stems from the difficulty of distinguishing between human-created work and machine-generated content as Azevedo et al. (2022) and Williamson & Eynon (2020) have observed.

The survey results showed that 96.3 percent of participants supported AI regulation while 74 percent backed their educational institution to create official AI guidelines. Teachers directly connected their worries to the absence of proper organisational leadership. The proposed policy frameworks from UNESCO (2021) and European Commission (2022) do not translate into practical applications as Selwyn (2022) points out, which matches the challenges teachers face in this study. The absence of institutional policies forces educators to handle ethical and practical challenges independently which results in unpredictable and varied educational practices.

The study supports Aldowah et al. (2019) and Holmes et al. (2022) by showing that teachers need workshops, technical training, academic integrity guidance, case studies and established policy frameworks to adopt AI successfully. Teachers require training that covers both tool operation skills and decisions about appropriate AI implementation in educational settings. The research validates previous studies about AI advantages and disadvantages while introducing new information about institutional governance deficits. The way teachers view AI as trustworthy and useful depends heavily on the existence of organisational policies and guidance systems.

7. Conclusion

This study examined how teachers view the use of Artificial Intelligence in education across different settings. The findings demonstrate that teachers maintain both positive and guarded attitudes toward AI implementation. Survey participants acknowledged AI's potential advantages which include time-saving capabilities and administrative process optimisation and individualised learning support. At the same time, teachers demonstrated significant worries about academic dishonesty, the spread of false information and their students' excessive dependence on technology as well as diminished creative abilities in their work.

The survey results demonstrated that participants strongly supported the need for specific policies and governance systems. While the majority of survey participants (96%) supported AI regulation in education, most respondents (74%) wanted their institutions to create guidelines for AI implementation. It indicates that there is a gap here, which has also been identified in existing research; the guidance for teachers is not available in most cases. Educational organisations need to establish clear guidelines for AI implementation because their absence creates confusion among teachers who must make their own decisions on how to use AI ethically and effectively.

This study adds new knowledge to existing research by demonstrating that institutional governance systems determine teacher confidence and willingness to use AI in education. Educational organisations need to establish both technical support systems and clear policies and ethical standards along with professional development programmes to make AI implementation sustainable and meaningful.

Future research could extend this study by exploring larger samples from different educational contexts, or by examining how institutional policies, once introduced, influence teachers' practice over time.

8. Recommendations

Based on the findings of this study, there are several recommendations that can be made. Most important is to establish specific institutional AI policies to include guidelines for ethical conduct, data protection and integrity standards. Any training or professional development programme should combine ethical guidance along with technical skills, as this is clearly an area where teachers need more confidence. There is a lot of confusion over the use of AI and it is clear that teachers need more guidance and training so they in their turn can teach their students about using AI responsibly. Where teachers are more involved in policy decisions, there is more chance they will be able to implement AI in their classroom, as they will be able to create solutions for the classroom. It should also be borne in mind that AI is advancing rapidly and there is a need to ensure that any policies and guidance need to be reviewed on a regular basis to keep pace with developments and maintain the confidence of staff and learners.

REFERENCES

Aldowah, H., Al-Samarraie, H. and Fauzy, W.M. (2019). Educational data mining and learning analytics for 21st century higher education: A review and synthesis. *Telematics and Informatics*, 37, 13–49.

Azevedo, J., Marques, R. & Ferreira, J., (2022). Teachers' perceptions of artificial intelligence in education: Benefits and risks. Education and Information Technologies, 27(5), 6551–6570.

Barker, C. (2024). *Navigating the future: Higher education policies and guidance on generative AI.* Available from: https://nationalcentreforai.jiscinvolve.org/wp/2024/07/31/navigating-the-future-higher-education-policies-and-guidance-on-generative-ai/ (Accessed 9/10/25)

Bellaj, M., Ben Dahmane, A., Boudra, S. & Lamarti Sefian, M. (2024). Big data analytics in higher education: a new adaptive learning analytics model integrating traditional approaches *International Journal of Interactive Mobile Technologies (IJIM)*, 18, 24-39

Chan, C.K.Y. & Tsi, L.H.Y. (2024). Will generative AI replace teachers in higher education? A study of teacher and student perceptions. *Studies in Educational Evaluation*, 83, 101395

Chen, L., Chen, P. & Lin, Z., (2020). Artificial intelligence in education: A review. *IEEE Access*, 8, 75264–75278.

Du Plooy, E., Casteleijn, D. & Franzsen, D. (2024). Personalized adaptive learning in higher education: a scoping review of key characteristics and impact on academic performance and engagement. *Heliyon*, 20 (21), 39630

European Commission (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators.* Luxembourg: Publications Office of the EU.

Hirsch, A. (2024). *AI detectors: an ethical minefield*. Available from: https://citl.news.niu.edu/2024/12/12/ai-detectors-an-ethical-minefield/ (Accessed 9/10/25)

Holmes, W., Bialik, M. & Fadel, C., (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.* Boston: Center for Curriculum Redesign.

Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E. & Luckin, R.. (2022). Ethics of AI in education: Towards a community-wide framework. *British Journal of Educational Technology*, 53(3), 444–460.

Ifenthaler, D. & Schumacher, C., 2016. Student perceptions of privacy principles for learning analytics. *Educational Technology Research and Development*, 64(5), 923–938.

Knox, J., 2020. Artificial intelligence and education in China. *Learning, Media and Technology*, 45(3), 298–311.

Liang, W., Yuksekgonul, M., Mao, Y. Wu, E. & Zou, J.. (2023). *GPT detectors are biased against non-native English writers*, Stanford University. Available at: https://arxiv.org/abs/2304.02819 (Accessed 9/10/25)

Luckin, R., (2023). *AI for Education*. London: Routledge.

Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education sciences*, *13*(9), 856.

Pikhart, M. & Al-Obaydi, L.H. (2025). Reporting the potential risk of using AI in higher education: subjective perspectives of educators. *Computers in Human Behavior Reports*, 18, 100693

Sailer, M., Stadler, M., Schultz-Pernice, F., Franke, U., Schöffmann, C., Paniotova, V., & Fischer, F., (2023). Teachers' attitudes toward artificial intelligence (AI) in education. *Computers and Education: Artificial Intelligence*, 4, 100118.

Schmidt, D.A., Alboloushi, B., Thomas, A. & Magalaes, R. (2024). Integrating artificial intelligence in higher education: perceptions, challenges, and strategies for academic innovation. *Computers and Education Open*, 9, 100274

Selwyn, N., (2022). *Education and Technology: Key Issues and Debates*. 3rd ed. London: Bloomsbury Academic.

Turnitin (2023) *Turnitin's AI writing detection capabilities and limitations*. Available at: https://www.turnitin.com/blog/turnitins-ai-writing-detection-capabilities-and-limitations (Accessed 9/10/25)

UNESCO (2021). *AI and Education: Guidance for Policy*-makers. Paris: UNESCO.

UNESCO (2024) *Global Education Monitoring Report 2024: AI and Education*. Paris: UNESCO.

University of Sydney (2024). *University of Sydney's AI assessment policy: protecting integrity and empowering students.* Available at: https://www.sydney.edu.au/news-opinion/news/2024/11/27/university-of-sydney-ai-assessment-policy.html (Accessed 9/10/25)

Williamson, B. and Eynon, R., 2020. Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223–235.

Zawacki-Richter, O., Marín, V.I., Bond, M. & Gouverneur, F., (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(39), 1–27.