

Promoting Student Sovereignty and Data Privacy in an AI-Free Higher Education Landscape: Challenges and Benefits

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Abstract

Original Research Article

Under the rapidly evolving environment of higher and tertiary education, adopting AI technology has bred concerns regarding safeguarding student data and agency. However, schools can regain control of these basic aspects and increase students' self-control over information and the learning process by adopting a climate that is not AI-driven. Drawing on in-depth research and stakeholder input, the authors explored the numerous benefits of this approach, prioritizing key considerations and practical solutions. The paper looks at the requirement for improvement of data governance and privacy guidelines within the AI-free setting, and assesses the development and use of robust data policies, security measures, and openness initiatives that enhance confidence and allow learners to make well-informed choices regarding their data. Second, the article discusses the focus group contribution toward developing human-oriented interactions and capturing students' perceptions. Through spontaneous discussions with the students, the authors learn about the perceived challenges and opportunities in an AI-free setting, the necessity of digital literacy, and the proper use of technology. Finally, the paper discusses the potential of an AI-free alternative in response to the challenge of algorithmic discrimination and bias to make decision-making transparent, open, and premised on the individualized needs and aspirations of every industry and student. By consolidating the data and recommendations contained in this article, schools can transition to an AI-free setup with confidence, establishing a student-oriented culture based on confidentiality of data, self-discipline, and integrity.

Keywords: artificial intelligence, pedagogy, discrimination, student-centric.

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Introduction and Background of the Study

As AI keeps on evolving and finding its way into all aspects of life, the education system is struggling with how it will cope with the changing times (Holmes, Bialik et al. 2019). Chaudhry (2022) hinted that even though AI tools can assist in better learning and teaching, worry has been growing about the possible threats and challenges associated with their enormous usage in education (Zawacki-Richter, Marín, et al. 2019). Zhang and Aslan (2021) and Panigrahi (2020) underlined the fact that to rectify these issues, various institutions and policymakers in education have begun thinking the direction of implementing an AI-free educational space where

the use of AI-powered tools is prohibited or severely restricted. Kengam, (2020), also argued that the idea of an AI-free learning environment is based on the principle that over-reliance on AI-based technologies has adverse effects on the development of critical thinking, problem-solving, and other skills essential for students' success and development in line with (Selwyn 2019). In addition, the use of content generated through AI and the assignment of academic tasks can lead to academic integrity problems and undermine the authenticity of student work (Zawacki-Richter, Marín et al. 2019)

Siau (2018), agreed that there is growing application of artificial intelligence technologies across most

sectors, including education, and this has fuelled a heated discussion regarding the implications and potential effect on learning and development of students (Cardona, Rodríguez et al. 2023). Meanwhile, AI tools have been demonstrated to enhance certain learning processes, such as personalized learning, automated grading, and intelligent tutoring systems, there are also concerns about the potential negative impacts on the overall development of a finished product (Siau 2018, and Selwyn 2019). One of the fundamental concerns about using AI in learning was how it can undermine beneficial outcomes of critical thinking, problem-solving, and other important abilities necessary for student success (UNESCO). Tools based on AI such as language tools and writing assistants can allow students to outsource learning assignments, leading to plagiarism and issues of academic dishonesty (Neha, 2020). Panigrahi, (2020), argued that the use of AI in education is problematic in terms of the integrity and authenticity of student work and the learning experience overall. Further, Panigrahi, (2020), argued that the over-reliance on AI-based systems can create inequalities in access and opportunity, particularly for those who are from low-income backgrounds or families with low technology or digital literacy capabilities according to (Zawacki-Richter, Marín, et al. 2019). This potential widening of educational inequalities has resulted in calls for a more equitable and inclusive education system, where all students have access to the resources and support they require, (Siau).

Holmes, Bialik et al. (2019), in response to these concerns, some institutions and policymakers should explore and map pathways to an AI-free ecosystem in higher and tertiary education, where the use of AI-powered tools is either limited or entirely prohibited. The rationale behind this approach is to prioritize the development of essential skills, promote academic integrity, and ensure equitable access to educational opportunities (Selwyn 2019). However, Kamalov and Gurrib (2023), the switch to an AI-free education ecosystem is not without its own set of challenges given that the current education system is already polluted with the rapid transition to generative AI.

Institutions must address issues related to academic integrity, equity and accessibility, pedagogical considerations, faculty resistance and capacity building, and technological and infrastructure limitations (Zhang and Aslan 2021). Navigating these challenges will require a comprehensive, collaborative, and adaptive approach involving various stakeholders within the education system (Zawacki-Richter, Marín et al. 2019).

Statement of the problem

Siau (2018), stressed that as the application of artificial intelligence (Chima Abimbola, Onyebuchi Nneamaka et al.), technologies in the education sector continue to grow, there is growing concern about the potential negative impact on the well-rounded development of students and the integrity of the learning process as a whole. The overall application of AI devices, such as mathematical solving algorithms, text generating, and decision-making algorithms, poses the threat of eroding critical thinking, problem-solving, and academic honesty since students may be willing to outsource course work and plagiarize (Zawacki-Richter, Marín, et al. 2019, Amigud and Arnedo-Moreno 2020). Moreover, greater reliance on AI technologies can perpetuate current education disparities by rendering access unequal, particularly to disadvantaged or vulnerable groups (Chaudhry and Kazim). The digital divide in exposure and access to these tools would further marginalize vulnerable groups while undermining the objectives of developing a fair and equitable education system (Chima Abimbola, Onyebuchi Nneamaka, et al. 2024). In response to such problems, some institutions and policymakers have advocated for the establishment of an AI-free learning space, where the use of AI-based tools is limited or completely prohibited (Selwyn 2019).

Research objectives

- To find challenges institutions face in creating an AI-free space for optimum learning.
- To establish the benefits of an AI-free educational environment

- To provide suggestions for making free AI learning environments progress.

Literature review

Emerging Trends in Education

Chaudhry and Kazim (Chaudhry and Kazim) concurred that the education industry has been experiencing an immense transformation, driven by the rapidly changing technology and the new demands of the 21st-century job market. As learning institutions struggle to remain relevant, several emerging trends have been picking up speed in the educational industry (Chima Abimbola, Onyebuchi Nneamaka et al. 2024). The use of data-informed, adaptive technologies to create modified learning experiences that address the unique needs and learning styles of individual learners (Crompton and Burke 2023). The trend aims to heighten student engagement, motivation, and academic success by tailoring the learning process to each student's strengths and weaknesses (Dignum). Crompton and Burke (Cardona, Rodríguez et al.) Agreed that the integration of online and digital learning components with traditional, face-to-face instruction is a very contentious topic in the 21st century. This approach benefits from the merits of both online and face-to-face learning, delivering greater flexibility, accessibility, and scope for self-paced learning (Duggan and Knyazeva 2020). Estrellado (Cardona, Rodríguez et al.), the application of game elements such as points, badges, and leaderboards in educational activities to enhance engagement, motivation, and learning has been a recent trend.

Gamification learning engages the inherent fun and problem-solving nature of games to make the learning experience more interactive and immersive, thus it helps to create better problem solvers (Fitria). A growing focus on building critical thinking, communication, collaboration, and creativity - at times referred to as "soft skills" or "21st-century skills" has necessitated reconcentration and contrasting of the benefits offered by traditional learning with modern AI-supported learning (Gökçearslan, Tosun, et al. 2024). Gökçearslan, Tosun, et al. (Duggan and Knyazeva), went on to argue that these skills are increasingly recognized as

central to success in the rapidly changing job market, in addition to academic content knowledge. The integration of multiple academic disciplines and the application of knowledge to real, complex problems and projects enhances learning (Harry). Harry (Cardona, Rodríguez et al.), the primary argument is that the approach aims at building more knowledge, critical thinking, and the ability to apply learning to practical, useful purposes. Holmes, Bialik, et al. (Holmes, Bialik et al.), the incorporation of sustainability, environmentalism, and eco-practices into campus life and the curriculum has also driven the study of how we learn the assertion asserted by (Kamalov and Gurrib 2023). This is paralleling the growing need to address global challenges and prepare students as responsible caretakers of environmental, ethical, and cultural values in education (Dignum).

Challenges in the Adoption of an AI-Free Education Ecosystem:

Academic Integrity

The emergence of new trends in education, in particular the incorporation of technology and artificial intelligence (Chima Abimbola, Onyebuchi Nneamaka et al.) in the classroom, has raised serious issues about academic integrity (Amigud and Arnedo-Moreno). As schools increasingly adopt new approaches, such as personalized learning, online/blended learning, and AI-based tools, concerns are growing about the potential degradation of fundamental skills, authenticity of student work, and overall academic honesty (Fitria). The availability of AI-based writing assistants, homework help, and test-taking agencies is enticing students to outsource assignments so that they end up in plagiarism and contract cheating (Kamalov and Gurrib 2023). It undermines the construction of critical thinking skills, problem-solving capacity, and other crucial skills that play a crucial role in student success (Kengam). Klutka, Ackerly, et al. (Siau) blamed AI-work, such as essays or pieces of code, for being turned in as work done by students themselves, Neha (Duggan and Knyazeva), for degrading the authenticity and credibility of their learning work. It calls into doubt the value of student learning as well as the integrity of the education

system altogether (Panigrahi).

Theoretical review

Technology Acceptance Model

The theory asserts that after innovatively developing a new technology, it remains important to the developers to consider the platform, rate, and users' acceptance rate (Malik, Chadhar et al. 2022.). He further explained that the rate of adoption, or acceptance, helps decision makers in developing steps to follow in growing the technology. It involves problem-solving criterion, whenever users are facing challenges in using or applying the technology in solving practical problems (Harry 2023). This model is useful in reducing technology resistance, (Gökçeşlan, Tosun et al. 2024), because once technology is availed, due to lack of knowledge, the users may fail to accept its applicability due to a lack of clarity in problem solving once something got wrong (Estrellado 2023). Fitria (2021), believed that technology resistance determines whether users accept new programs that are user-friendly and provide a solution once something goes wrong. It is important to understand the rate of acceptance and possible problems and improvements to increase acceptance of the new technology (Crompton and Burke 2023). According to Dignum (2021), these studies which are known as adoption or acceptance models, encourage developers to obtain better mechanisms to evaluate and predict the customer responses. This TAM is used in variety of fields of studies that includes education, supply chain, voting, transportation computing or even blood donation among others (Creswell 2007)

Innovation diffusion theory

The theory introduced by Bradley and Stewart in 2002 proposes people engage in the diffusion of innovation to gain a competitive advantage, reduce costs, and defend their strategic positions (Holmes, Bialik et al. 2019). After the introduction of the artificial intelligence technology, developers sort to gain competitive advantage leveraging on the technology availability (Kamalov and Gurrib 2023), however, to enter new markets, technology diffusion theory explains how

technology spreads. An earlier well-known theory on innovation diffusion, developed by Rogers in 1962, explains how innovations spread among users over time. The theory helps to understand customers' behaviour in adoption or not adoption of innovation (Sarmah 2018).

Empirical review

Kamalov and Gurrib (2023) conducted a research on Chat GPT on a title "A new era of artificial intelligence in education: a multifaceted revolution. The objective of the present study is to investigate the effect of AI on education by examining its applications, advantages, and challenges". Our report focuses on the use of artificial intelligence in collaborative teacher-student learning, intelligent tutoring systems, automated assessment, and personalized learning. Ultimately, we find that the only way forward is to accept and embrace the new technology, while implementing guardrails to prevent its abuse.

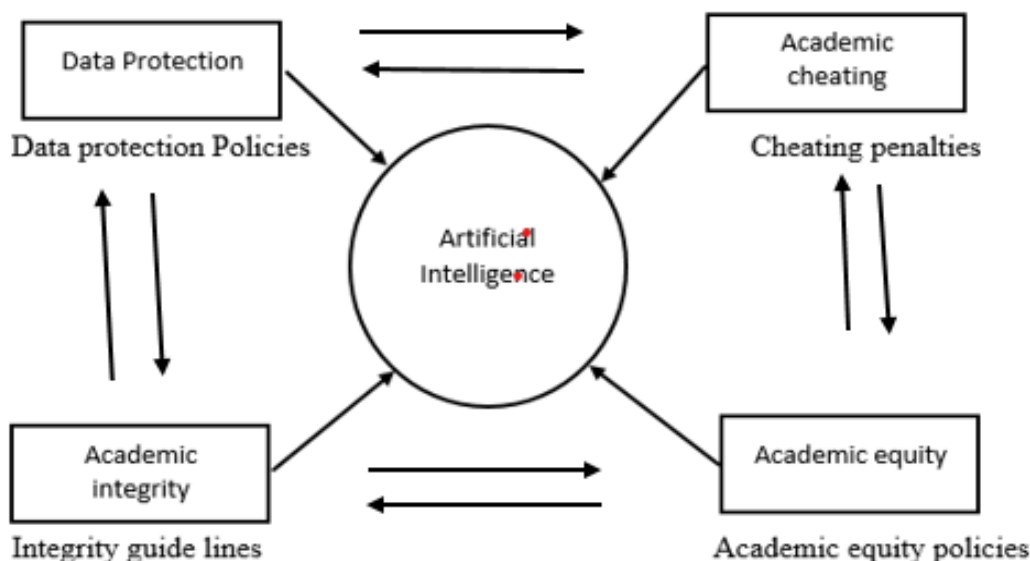
Kengam (2020) conducted a study on a title Artificial Intelligence in Education. He concluded that the use of AI is still unclear for the educators how to take pedagogical advantage of it on a broader scale and how AI can impact on teaching and learning in higher education. The impact of AI in education and its pros and cons are presented here. It also describes a specific way to develop AI enabled platform for education and finally the after effects of AI in education.

Reiss (2021) conducted a research on The use of AI in education: Practicalities and ethical considerations he found out that AI in the near- to medium-term future has the potential to enrich student learning and complement the work of (human) teachers without dispensing with them. In addition, AI should increasingly enable traditional divides as 'school versus home' to be straddled with regard to learning. AI offers the hope of increasing personalization in education, but it is accompanied by risks of learning becoming less social. There is much that we can learn from previous introductions of new technologies in school to help maximize the likelihood that AI can help students both to flourish and to learn powerful knowledge. Looking further

ahead, AI has the potential to be transformative in education, and it may be that such benefits will first

be seen for students with special educational needs. This is to be welcomed.

Conceptual framework



Academic integrity

To achieve this, UNESCO (Holmes, Bialik et al.) Suggested that institutions must promote a culture of academic integrity by creating robust policies, education initiatives, and detection systems that enable students to know and internalize the worth of ethical academic practice. Reiss (Zhang and Aslan) contended that the absence of AI-driven centers for marking, plagiarism detection, and oversight may necessitate more emphasis on human-assessed checks and monitoring procedures, a view supported by (Selwyn). Universities would be well-advised to invest in regular capacity development to equip them with the skills to identify and rectify potential academic misconduct breaches with keen observation, personalized feedback, and embedding academic integrity (Panigrahi). In addition, Neha (Duggan and Knyazeva) suggested that the focus on human-centered communication and minimizing technological intermediaries can develop a culture of cooperation and trust among the teachers and

students. Encouraging open communication, mentorship, and mutual comprehension of academic integrity, Harry (Cardona, Rodríguez et al.) institutions can foster a sense of community and shared responsibility, Duggan and Knyazeva (Duggan and Knyazeva), in which students feel empowered to uphold high standards of academic conduct in accordance with (Klutka, Ackerly, et al. 2018).

Academic Equity

Within the educational setting, where technology-based solutions are less relied upon, academic fairness is desired (Dignum). Equal access to learning content, services, and resources for everyone, regardless of their background or personal circumstances, is a core component of safeguarding student data privacy and agency (Crompton and Burke 2023). One of the most significant advantages of an AI-free system is the potential to sidestep algorithmic bias and discrimination risks (Fitria

2021, Estrellado 2023) that can reinforce systemic injustices. By removing the influence of AI-facilitated tools from decision-making, institutions can focus on developing holistic, human-focused approaches to student support (World Economic Forum), assessment, and resource allocation. A shift towards more adaptive and individualized learning can be supported by the promise of greater inclusivity and equity (Reiss). Empowered members by virtue of their direct interaction with students, Siau (Siau) are better placed to know individual needs, learning styles, and barriers to success. This comprehension can be utilized to inform the design of adaptive support services, mentoring programs, and adaptive learning processes responsive to diversity of needs of students (Panigrahi). Prioritizing human-centered evaluation and assessment can facilitate contextualized understanding of the performance of students with fewer formal standardized measures, potentially harmful to groups (Panigrahi).

Academic Cheating

Institutions must develop integrated strategies that uphold the principles of academic integrity without violating students' data privacy and autonomy (Kengam). Programs must not only inform students of the importance of ethical academic practice but also equip them with skills and tools that allow them to navigate the subtleties of reference, research, and collaborative work. To produce a greater appreciation of academic integrity, Holmes, Bialik, et al. (Holmes, Bialik et al.), institutions can facilitate students to make decisions and act as agents of these principles. Institutions can establish robust detection and investigation systems that employ human-led assessment and monitoring procedures (Panigrahi). Panigrahi (Duggan and Knyazeva), if students are taught to identify potential academic dishonesty, Holmes, Bialik, et al. (Holmes, Bialik et al.), they can prove to be quite valuable in closely monitoring student work, providing individualized feedback, and filing appropriate disciplinary action when necessary.

Data protection

With the availability of AI tools to collect,

analyze, and process students' data, institutions need to place top priority on data protection policies and practices as stipulated by the data minimization, purpose limitation, and data subject rights principles (Harry). Harry (Cardona, Rodríguez et al.) Agreed that the greatest consideration in the age of AI is to reconsider collecting and storing students' data. Institutions must adopt an open, answerable, Zawacki-Richter, Marín, et al. (Holmes, Bialik et al.), and purpose-aligned process that aligns with the particular needs and objectives of their own learning programs (Zhang and Aslan); involves making deliberate decisions about the need and value of collected data, and only that which is utilized for appropriate and pre-specified purposes (Zhang and Aslan).

Equity and Accessibility

The convergence of new pedagogies and emerging technologies in education has significant implications for equity and accessibility, (Reiss 2021). As schools adopt new trends, such as personalized learning, online/blended learning, and AI-powered tools, there is a need to explore the likely impact on the provision, quality, and inclusivity of learning opportunities (Siau 2018). The application of technology and computer-based learning materials may also create a digital divide (Siau), with students from poorer or less privileged groups having no access to the necessary devices, facilities, and digital competence. Holmes, Bialik et al. (2019) contend that this can even stigmatize the students further and perpetuate other educational inequalities; it continues further contend that the construction and implementation of new educational technologies and tools should ensure that they are accessible and flexible for learners with varying disabilities, including sensory, physical, or intellectual disabilities. Forgetting about accessibility concerns can demotivate such students from making the most out of and benefiting from the learning process (Reiss). The implementation of online and AI-powered learning resources could fail to deal with the students' varied linguistic and cultural backgrounds and, therefore, develop learning and participation barriers (Reiss). It is critical to make learning materials and technologies linguistically and

culturally responsive so as to support an inclusive learning context (Selwyn). Learning experiences are personalized, typically using AI-based algorithms, and are prone to being influenced by socioeconomic factors, hence reinforcing or even worsening existing inequalities (Siau).

Benefits of the adoption of an AI-free higher and tertiary education system

Authentic Assessment of Student Learning in an AI-Free Ecosystem

In a world without AI in higher and tertiary education (UNESCO), focus on authentic evaluation of students' learning becomes increasingly important in the development of contemporary education because of the increased use of technology (Reiss). By not using AI-based technologies and tools that can be used to cheat and plagiarize, (Siau), institutions can ensure that student work is a reflection of their own knowledge and ability. This type of assessment has several key benefits.

Preserving Academic Integrity.

World Economic Forum (Duggan and Knyazeva) agrees that maintaining academic integrity is a critical part of any academic institution, and in an AI environment, it becomes even more important. Reiss (Zhang and Aslan), by the non-use of AI-powered tools and technologies, tertiary and higher education institutions can ensure the credibility and validity of the learning processes, with examination outcomes being an authentic reflection of individual student performance, according to the statement released by (Panigrahi 2020). Stripped of the ability to use AI-powered writing assistants, homework solvers, and other tools that make cheating and plagiarism easier, students are encouraged to complete genuine, original work (Klutka, Ackerly, et al. 2018). This removes the temptation and the ability for academic dishonesty, promoting the culture of honesty and integrity that can be replicated in the workforce following school (Neha).

Klutka, Ackerly, et al. (Siau), in the provision of an AI-free zone, the institutions are making a statement about the appropriate and responsible use of

technology in the learning space. Klutka, Ackerly et al. (Siau), went on to add that this encourages students to develop digital literacy and critical thinking abilities to deal with the use of technology ethically and effectively. Unhampered by the interference of AI-based tools, (Duggan and Knyazeva 2020), the assessment process is more interactive and open, and faculty-student bonds are more firmly developed. Kengam (Duggan and Knyazeva), went on to include that it also enables more constructive dialogue, feedback, and mentorship, reinforcing academic integrity culture further.

Strengthening Cognitive and Metacognitive Skills

Kamalov and Gurrib (Cardona, Rodríguez et al.), in a world without artificial intelligence, the absence of AI-based tools and technologies forces students to engage in active learning, develop their cognitive strategies, and acquire the required skills necessary for their academic and professional success. Holmes, Bialik, et al. (Holmes, Bialik et al.), with no other option but to employ their own abilities to accomplish tasks or create something, Harry (Cardona, Rodríguez et al.) Suggested students must be actively involved with the subject matter, deconstruct problems, and develop their own solutions. Fitria (Zhang and Aslan), promotes the development of critical thinking, problem-solving, and decision-making skills, which are in high demand within the 21st-century workforce. In a non-AI situation, Estrellado (Cardona, Rodríguez et al. 2023) students must take greater responsibility for their own learning, developing self-regulated abilities such as the management of time, goal setting, and self-monitoring. Dignum (Zhang and Aslan), this, in turn, makes it easier to develop metacognitive abilities so that students are able to understand their thought processes (Crompton and Burke 2023), learning style, and where they must improve. Without AI-facilitated content generation or pre-formulated solution provision, students are encouraged to approach tasks and challenges in a more creative manner and to think innovatively (World Economic Forum). Incidentally, this can lead to the development of new ideas, experimentation

with alternative perspectives, and the cultivation of creative problem-solving abilities.

Promoting Equity and Accessibility.

In an AI-free world of higher and tertiary education, the institutions can themselves take active measures to provide equity and accessibility so that every student has an equal opportunity to succeed and the learning environment is supportive and inclusive (Chima Abimbola, Onyebuchi Nneamaka, et al. 2024). Absent AI technologies, focus shifts to more traditional, inclusive teaching and learning approaches that cater to various learning needs and styles (Crompton and Burke 2023). This can include offering accessible learning materials, individual assistance, and embracing universal design principles to incorporate students with varying abilities and requirements (Kamalov and Gurrib 2023). Kengam (Duggan and Knyazeva), not employing the use of AI, institutions eliminate potential bias or unfairness in access that may arise from uneven distribution or expense of such technologies. Reiss (Zhang and Aslan), this guarantees an even playing ground where all the students, irrespective of their background or socioeconomic level, enjoy the same opportunity of accessing the learning material and demonstrating their ability (Klutka, Ackerly, et al. 2018).

Fostering Human-Centered Interactions.

In an AI-free learning environment, World Economic Forum (Duggan and Knyazeva), there is more focus on developing more meaningful, human-centered interactions within the learning environment. Without the aid of AI-powered tools, instructors are more likely to invest time engaging face-to-face with students, forming stronger, more human-centered relationships (Klutka, Ackerly et al. 2018). UNESCO (Holmes, Bialik et al.), which facilitates more tailor-made guidance, mentorship, and building mutual respect and trust for effective learning and personal growth (Selwyn). In the absence of AI tools, Siau (Siau) learners are likely to engage in collaborative learning, group dialogue, and interpersonal interaction. Selwyn (Holmes, Bialik et al.), these kinds of interpersonal interactions foster

the development of communication skills, empathy, and the ability to work with diverse perspectives, all of which are essential to 21st-century workplace success and beyond (Reiss). Focusing on human-centered interactions, Reiss (Zhang and Aslan), institutions can be more dedicated to building emotional intelligence, social skills, and other "soft" skills that are so easily overlooked in technology-dense learning environments. Active listening, conflict management, and emotional intelligence are abilities increasingly valuable in today's accelerated employment market and collaborative working conditions (Panigrahi). AI-free setting, institutions can have a more holistic approach to the development of students, not only academic achievement but also the overall well-being, personal development, and social-emotional competencies of the students (Harry); enables a more comprehensive and balanced education plan, preparing students to thrive in the complexities of personal and professional life (Siau).

Strengthening Data Governance and Privacy Practices

Kamalov and Gurrib (2023), argued that without the reliance on AI tools, institutions can develop and implement comprehensive data governance policies and procedures that prioritize the protection of student data. In an AI-free education ecosystem, Klutka, Ackerly et al. (2018), perceptively argued that institutions can be more transparent about the collection and use of student data, ensuring that students and their families are fully informed and have the opportunity to provide informed consent. Holmes, Bialik et al. (2019), assert that it empowers students to make more mindful decisions about their personal information and how it is being utilized within the educational context. In the absence of deployment of AI-powered monitoring or surveillance tools, Selwyn (2019) acknowledged that institutions can avoid the potential for unwarranted intrusion into students' privacy and the creation of a climate of constant observation. Selwyn (2019) went on to say it promotes an environment of trust and respect, where

students feel safe to explore, experiment, and make mistakes without the fear of being constantly watched or judged. AI-free institutions can shift their focus towards empowering students to take greater ownership of their learning and personal development (World Economic Forum 2024); this includes providing students with the tools, resources, and guidance to become more self-directed, self-aware, and responsible for their own academic and personal growth (Siau 2018).

Methodology

To get a comprehensive understanding of the views of the students and academics, a qualitative research design approach was taken in this study. The researcher wanted to gather first-hand information from individuals who are currently in education and hear from them what they feel are the biggest issues organizations face in the implementation of an AI-free education system.

Data gathering techniques

The research employed a focus group approach to bring learners and scholars together in order to discuss the difficulties that they perceive the institutions have in adopting an AI-free environment that enables effective learner development. Creswell (Creswell), highlighted that focus groups are a crucial means of gathering detailed information, facilitating meaningful conversation, and obtaining the active engagement of students and their lecturers.

Research process

The researcher identified a diverse pool of students from different academic fields, demographics, and levels of study (e.g., undergraduates and graduates). Group sizes ranging from 6-12 participants to support active engagement and rich discussions were encouraged. To ensure maximum performance of each group, groups nominated experienced facilitators who would guide the discussions without bias and making sure all voices were represented. Focus group interviews were held to achieve students' lecturer's perspectives on the importance of human-centered interactions

within the learning space, arguments regarding the benefits of de-emphasizing AI-based tools' impact on faculty-student relationships, peer-to-peer partnerships, and learning essential interpersonal skills. Gather data on how the institution can develop a culture fostering empathy, emotional intelligence, and holistic student development.

Invite students to discuss their experiences and insights regarding data privacy and personal information management in the learning environment. Explore the students' knowledge of data governance processes, consent mechanisms, and the threats presented by the use of intrusive monitoring or surveillance software. Ask for feedback on how the institution can assist students in taking more control of personal data and the learning process. Have open-ended discussions to find out the perceived challenges and opportunities anticipated by the students in an AI-free setup. Get the participants to sign what they think can be the benefits of applying this approach, as well as any apprehensions or concerns that may arise. Give insights on how the institution can best make the transition and accommodate the needs and expectations of the students.

Analysing and Incorporating Feedback

The researcher carefully examined the data collected from focus group sessions for recurring themes, the most significant insights gained, and actionable recommendations. Synthesize all the findings and utilize them as inputs to inform policy, procedures, and program development, supporting human-centered approaches and student data privacy and autonomy. Engage in ongoing dialogue with the student population and incorporate their perspective on an ongoing basis in decision-making.

Presentation and discussion of results.

The groups identified five key themes during their discussion.

AI Assistants in education promote laziness.

Students agreed that using AI helps to write essays and assignments encourages laziness.

Students were alleged not to anticipate acquiring new things, knowing that answers would be easily available through the use of an AI aid. This has resulted in poor work and insufficient knowledge and skills. They have argued that the use of AI assistants in education will eventually translate to a lazy workforce in the future that will not appreciate research and self-development. The lecturers also argued that seemingly, there is a difference between what was accomplished before AI employment in education. They also pointed out that individuals and teachers alike are fascinated by laziness and weakness, thus their productivity is gradually diminishing. One of the tutors countered that, beyond the application of AI in learning, the poor salary in learning is also heightening and intensifying the uptake of AI in learning. Individuals do not care about the end product. They simply have an interest in the availability of the outcome, regardless of the quality of the outcome. The studies analyzed under this review indicated that the AI Assistant used to aid the learners had a variety of names.

The commonly used AI tool upon which the research was carried out is ChatGPT and Poe. The findings of this review concur with Dignum (Zhang and Aslan), who argued that the application of assistants in learning promotes laziness and learning resistance. Moreover, this research assists students who may not have especially utilized the word assistance, such as chatbots in student participation, answering questions, and providing other assistance.

Lack of integration and cooperation.

The advancement of AI usage in Education and learning has terminated individual interaction between students themselves and students and instructors before examinations. It is argued, before the invention of AI, students would interact in small groups, at an individual level, to debate and develop some answers to questions that arose among themselves. Now with the advent of AI in education, students can simply ask an assistant and get immediate responses to their problems. This has done away with the frameworks and partnership collaborations that lead people to participate and empathize in situations of problems. The relationship that was natural in our learning communities is no

longer there, causing insufficient coordination and cooperation among the students and their teachers as well. This is also impacting the quality of the products from the learning processes. Regarding teachers as professionals, focus groups were extremely worried about the lack of consistency between how teachers are trained to teach and how they must teach with new technology.

Teachers are central to teaching and learning, so the environments through which they become prepared are central to their ability to do their work in current and new technologies. Teacher PD or PL for new technologies was considered a field in need of radical rethinking, and research could take a leading role.

Data protection and personal privacy.

The students and teachers implored that the data of the students and teachers are under threat given that AI systems can create images and mimic the pronunciation of words just to be likened to humans. This violates the privacy of the student and can imitate people in ways that can mould or destroy human beings. They suggested data protection principles tackling abuse of personal data. They recommended that the student data policies should only allow students and individual data to be used only for the original purpose for which it was gathered. This can help in data safety and privacy for students as well as tutors. The students also pointed out that they are worried about the rate at which privacy of data was being violated with voice and image and they argued that such cases were not taking place in the past before using AI tools for studies. These findings concur with the findings obtained from Estrellado (Cardona, Rodríguez et al.) and Harry (Cardona, Rodríguez et al.) Who argued that if the student data fell into the wrong hands, it would be disastrous? Collection and processing of huge amounts of students' personal data can be hazardous if it falls into the wrong hands. Institutions must ensure that they are doing the right things to protect students' privacy and prevent data breaches. Students may be hesitant to get grades or feedback from an AI system, where they would rather have human feedback and evaluation. It is important to establish trust with students and make them feel at ease using the technology.

Lack of creativity

The communities indicated the characteristics of education as belonging to the development of cognitive skills and other skills expected of a student. The creativity has been lost due to the application of AI tools in Education. Students were creative before the invention of AI, but the invention of AI in education is destroying the pursuit of knowledge by the students. The quick and easy means of accessing information are slowly eliminating the spirit of innovation and curiosity of knowledge thus rendering education a no-event since people can easily access information even without seeking education. The outcome was in line with the research carried out by Fitria (Zhang and Aslan) who found that creativity had a negative correlation with the use of Artificial intelligence tools. AI learning systems should be designed to be accessible to all learners, both disabled and non-disabled, and enable

them to utilize the technology creatively.

Fostering Human-Centred Interactions

The students agreed that the evolution of AI in Education has terminated the human interaction among students and their lecturers. Such an interaction existed prior to the evolution of AI in education since lecturers were able to understand individual education needs and were of great assistance in organizing the learning and teaching strategies. All the face-to-face benefits were lost, resulting in random educational strategies. Holmes, Bialik, et al understood that AI can transform teaching and learning in ways we can hardly imagine, with the possibility of making it more interactive, efficient, effective, and personalized. However, today, the application of AI is not helping the interaction between the students and the teachers for a genuine discussion.

Response summary matrix from group feedback

RESPONSE	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
A	✓	✓	✓	✓	✓
B	✓	✓		✓	✓
C	✓		✓	✓	
D		✓	✓	✓	✓
E	✓	✓	✓		✓

The matrix from five groups indicates responses gained from different group setups. Each tick indicates a response that is highlighted by (Duggan and Knyazeva) to (Duggan and Knyazeva) above.

Discussion of findings

Based on the findings from this study, the use of AI should promote unethical and active learning in higher and tertiary education systems. The use of AI in education has terminated the traditional human interface and constructive learning, thus it is slowly eroding education gains, values, and aims, promoting

wrought learning which does not result in cognitive critical thinking and other essential dimensions of knowledge accumulation. This view is supported by the findings of Reiss in 2021, which suggest that AI is revolutionizing the way we acquire knowledge; however, he contended that its use in education should be regulated to help in the acquisition of knowledge, not to completely remove the essence of learning. Issues of data anonymity have to be considered in the use of AI, promoting the view of acknowledging sources of data and promoting ethical learning in education. Over-reliance on AI in

education has destroyed the desire for creativity in education. The enthusiasm of creating something new or coming up with new ideas is being trampled upon by the uncontrolled use of AI. Thus, it remains important to promote creativity and honesty in teaching and learning. This is also supported by Reiss, who cited the expected outcomes and value of a complete education or product.

The introduction of AI in education has reduced social integration between students and students and lecturers. The institutions should be allowed to monitor the level of interaction to promote the sharing of information and associations that enhance effective learning. However, the use of AI provides quick and reliable information at the tips of fingers. It is important that the available information should be used in a respective responsible manner.

Conclusion

From the result of this study, it is concluded that it is achievable to have an IA-free learning environment by focusing on the exclusion of, and or restricted use of AI in learning and teaching. The researcher concludes that the use of AI in learning promotes written learning that does not advance the development of the learner and does not prepare the learner for the working world after school. But the authorities must develop their curriculum in a way that will bypass and/or minimize the use of artificial intelligence tools, for example, instead of assigning work, tutors can employ in-class tests as a means of measuring the level of knowledge of learners. If students are to learn together in education, the use of AI must be eliminated. The use of artificial intelligence technology is not collaborative and team-based; hence, eliminating AI could assist in creating a culture of collaborative learning. Collaborative learning fosters the sense of being together and belonging and therefore creates an environment for effective learning.

Data protection and data privacy are of utmost significance while applying AI free education system. As soon as students' along with other learners' data fall into the wrong hands during the development of AI technology, then the fate of the entire education system can become fatal. The best

way to protect learners' data privacy and protection, as per the researcher, could be to stop the use of artificial intelligence.

It is thus concluded that the relationship of effective learning and teaching between students and teachers still retains the onus of the existence of school infrastructure.

Thus, the freedoms for interactions need to be protected and ensured in a way to enables effective learning. Institution leaders need to ensure the elimination and exclusion of AI from education systems and processes. Education systems that are based on AI have to be equitable, such that students receive equal treatment without discrimination due to their race, gender, or any other element a solution that is hard to achieve if individuals can learn independently without proper harmony. The study also established that the application of AI in learning reduces the enthusiasm to learn, thus eliminating creativity in learning. Thus, in order to shield against the loss of creativity, the organization ought to try to restrict the use of AI tools in learning. This helps learners to dig deeper into the learning of knowledge, synthesis, and application in a way that facilitates the creativity of new knowledge. Although there are many benefits of implementing AI in the education sector, there are also a few issues and challenges that need to be resolved.

The schools must consider, patiently and seriously, the economic costs and rewards of installing the AI systems into the classrooms, as well as take adequate measures to protect students' data from misuse and biases.

By balancing the strengths and weaknesses of AI in teaching, we are able to craft a more tailored, streamlined, and efficient learning experience for all students.

Recommendations

Based on the findings of the research, institutions are recommended to ensure that an environment is created to eliminate or minimize the use of ICT learning tools in case proper ways of obtaining new knowledge are attained. Exponential technological changes render even exact predictions

regarding the future more volatile, but one thing is, we have to prepare children to handle more complexity than ever before. The last grand curriculum reform took place in the late 1800s, again amidst a time of rapidly shifting needs. Well into the twenty-first century, we can afford to rely on a nineteenth-century curriculum. Actually, we cannot expect our children to be successful unless we fully examine, reorganize, and offer a curriculum that is responsive to twenty-first-century workforce needs, one that is balanced and flexible. In building a flexibility-based, versatile, and wisdom-based curriculum design, we realize two key purposes: expand the potentialities of a human's personal and professional success and satisfaction, and impart a shared ground of knowledge and capability to function within society, towards a sustainable humankind.

Declarations

I declare that this article is our original and authentic script. No part or parties should claim ownership of the whole or part of it.

No consent was necessary for this document as it is an academic research document; however, the researcher made sure that the published materials do not harm the current government and do not hamper the implementation of policies in the future. The participants in this research were informed about the purpose of the research, and they participated voluntarily in this research, on their own without any form of coercion.

No human or animal pictures require their consent to be published in this journal article.

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