Use of AI in Education

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Abstract

As higher education institutions prepare students for the work force, so the emergence of generative AI has caused a major dilemma. In the Present scenario, development of digital skills must become a normative aim in students, while simultaneously preserving academic integrity and credibility. The challenges, which are facing by them, is not simply a matter of using AI responsibly because of typically of reconciling i.e. preparing students for the future of work and maintaining the traditional role of developing personal academic skills. Because of critical thinking, the ability to acquire knowledge and the capacity to produce original work. Objectives must be typically balanced in Higher education institutions while addressing financial considerations, creating value for students and employers, and meeting accreditation requirements. There are multiple-case study of fifty universities across eight countries examined institutional response to generative AI. As proposed actions varied widely, the content analysis revealed apparent confusion and a lack of established best practices, from complete bans on generated content to the development of custom AI assistants for students and faculty. We concluded that timely innovation will be required for the apparent confusion of higher education institutions and suggest every possible approaches to that. However our results will suggest that their top concern now is the potential for irresponsible use of AI by students to cheat on assessments. In the short term and long term, We, therefore, recommend that, the credibility of awards is urgently safeguarded and argue that this could be achieved by ensuring at least some human-proctored assessments are integrated into courses, e.g., in the form of real-location examinations and viva voces.

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