AI in Academic Higher Learning and Latest Trends

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Abstract

This editorial presents a special issue that examines the ways in which Artificial Intelligence (AI) is transforming higher Learning. The issue emphasizes how AI technologies are being used to integrate teaching, learning, assessment, feedback, and policymaking in institutions. Part of main conclusions of the contributions is that the Result of AI in Learning depends not on the technology itself, but on how it is pedagogically designed, ethically enabled, and supported by people and institutions. The research in this special issue highlights the significance of motivation, self-regulated learning, responsible use, and inclusive design, as well as the threats of over-reliance, bias, and superficial implementation. Overall, the contribution of the research highlights the necessity for supported, pedagogically informed, human-centered, and purposeful strategies for AI uptake in improved Learning. The emergence prior to productive artificial intelligence (PAI) is reshaping higher education. This systematic review of literature consolidates recent empirical research on the application of GAI, highlighting its effects on teaching, learning, and institutional practices.

Keywords: generative artificial intelligence, higher Learning, systematic literature Review, Latest Trends.

1. Introduction

The widespread emergence prior to productive artificial intelligence (PAI) Innovation, Including Large Language Models (LLMs) and ChatGPT (Version 4, https://chatgpt.com), in higher education is a ubiquitous phenomenon with unprecedented opportunities and challenges. Inside systematized literature review seriously Analyzes Big influence of GenAI on academic integrity in improved Learning institutions. While radically improving learning via tailored learning experiences, these technologies present serious threats to the fundamental principles of academic integrity, such as originality and ethical student conduct. In response to these shortcomings, this review takes a systematic approach of structured analysis of literature. The approach supports transparent reporting and seamless synthesis of past studies and is helpful in Verification prior to under researched Section so Want Knowledgeable efforts. The review will seek to group the current research into logical themes that outline the influence of GenAI on student learning processes, academic output authenticity, and educational settings' ethical challenges. Big Utilize of AI tools for improved Learning are rapidly expanding, our understanding of how they Conclude incorporated effectively remains poor, and their influence is yet to be adequately explored and mapped. This deficiency of comprehension carries inherent risks to their adoption in improved Learning. For instance, studies show that teachers and students can over-rely on AI tools (Darvishi et al., 2024), using them to cut corners to success with little or no effort (Khalil & Er, 2023). Such dependence can erode the building of key skills such as self-regulation and critical thinking (Fan et al., 2025; Yan et al., 2024) [1].

2. Regarding This Especial Matter of Course

this especial matter of course presents a rich and timely analysis of how AI is transforming improved Learning on several fronts: learning, teaching, assessment, feedback, academic integrity, and

institutional development. These articles cover a range of empirical approaches and theoretical perspectives, and collectively they lay out both the potential and the nuance of AI integration into academic environments [2].

- **Learning and motivation:** Student learning and motivation are significant areas of focus in this set. Several studies (Chen et al., Chiang et al., Mwilongo & Mwita) illustrate that AI technologies, whether integrated into course tasks, tutoring, or virtual settings, can stimulate motivation, engagement, and academic attainment. These impacts are usually intermediate through psychological elements such as intrinsic motivation and self-efficacy, which signify that the effectiveness of AI instruments is not only determined by their functionality but by how they support learners' intentions and requirements.

- **AI and testing:** A second important thread of research focuses on AI and testing. Various studies investigate how GenAI technologies are employed to produce feedback (De Wet et al.), grade assignments (Manning et al.) or identify AI-generated work (Guan & Han). They paint a varied picture: although AI-powered tools provide scalability and velocity, issues persist around accuracy, fairness, transparency, and depth, particularly in comparison with human judgement. Interestingly, Van Den Berg and Papadopoulos discovered varying degrees of acceptance between teachers and students regarding the implementation of AI on summative assessment, pointing to a general conflict between innovation and academic integrity. Misiejuk et al. further this conversation by demonstrating that while AI-informed writing promotes increased revision, it will also lead to less critical peer critique.

- **Social and ethical consequences**: Various papers discuss the social and ethical consequences of AI uptake. For example, Korchak et al. demonstrate that students' uptake of applications such as ChatGPT is highly influenced by social norms and peer pressure, and Beardsley et al. describe the potential of 'learning agreements' to foster ethical consciousness and responsible AI use.

3. Methodology

The methodology approach since forward systematized literature review is organized into three essential stages, guaranteeing an extensive Assessment prior to the influence of Generative AI (GenAI) on higher learning, specifically in relation to academic integrity. The first stage, Research Definition and Scope, is concerned with the definition of the sweep prior to research to cover the impact of GenAI on student conduct, the validity of academic products, and the wider implications for education practices with a focus on academic integrity matter of course relish piracy and cheating. The stage also defines the ethical implications of the use of GenAI tools in an academic environment. In the Literature Classification phase, studies are systematically categorized to assess GenAI's impact on student learning, engagement, and the integrity of assessments [3]. This includes reviewing the effectiveness of existing plagiarism detection tools, developing ethical guidelines, and exploring how pedagogical practices are adapting to integrate GenAI responsibly. The last stage, Analysis and Synthesis, integrates the results to underscore dominant trends, challenges, and possible solutions, identifying gaps in existing research that require the development of novel academic policy or technological innovation to harmonize GenAI with standards for educational integrity. The review follows the updated PRISMA (Preferred Reporting Items for Systematized Reviews and Meta-Analyses) 2020 standards, founded on the original Liberate et al. proposed scheme. Following verification, no duplicates were present, each title and abstract was carefully searched against predetermined inclusion criteria (See Table 1). Articles were considered if they were related to GenAI, or LLMs, were placed within higher education settings, discussed aca demic integrity, and touched upon the effect of GenAI on academic integrity. Articles were not considered if they were not related to GenAI, took place outside of higher education, did not mention academic integrity, or

didn't talk about the effect of GenAI on academic integrity.

Table 1 Inclusion/Exclusion Criteria

Criteria	Included	Excluded
AI, Generative AI, or LLMs	The article relates to AI, generative AI, or LLMs	The article does not relate to AI, generative AI, or LLMs
Higher Education	The article occurred in a higher education environment	The article did not occur in a higher education environment
Impact/Influence	The study mentioned AI's effects on academic integrity	The study did not mention AI's effects on academic integrity

4. Discussion and Research Agenda

Embedding Generative AI, e.g., ChatGPT, in learning spaces holds opportunities and objections so involve prior to being carefully managed. This research agenda seeks to characterize current gaps in literature and outline future research directions over three major themes: Risks of Academic Dishonesty and Cheating, Pedagogical Implications and Ethical Use of GenAI, and Impacts on pupil's knowledge and informative Practices. A persistent, overarching question is finding the balance between using GenAI to enhance learning and preventing it from being used to undermine academic integrity. This question is addressed in some detail around the termination of big section and offers a chance for a fourth thematic category to examine [4].

5. Rising Issues with GenAI-Caused Academic Dishonesty

Rising Issues with GenAI-Caused Academic Dishonesty Are Significant matter of elevation in existing literature regarding the likelihood of GenAI-aided academic dishonesty. Advanced tools and countermeasures should be developed in future studies to address these risks. This involves refining existing plagiarism detection systems and investigating Original Procedure that be capable prior to detect GenAI-generated work. Additionally, longitudinal Exploration must be Controlled to comprehend the changing dynamics of cheating behaviors as GenAI technologies evolve. In addition, studies should examine the potential role of GenAI-based proctoring solutions in mitigating academic dishonesty in online learning and examine the conceptualization of comprehensive socio technical solutions to remedy the shortcomings of existing GenAI detection systems. Having strong regulatory systems in place to facilitate these technologies and uphold academic integrity is also crucial [5].

6. Balancing GenAI Advantages and Academic Integrity

utilizing GenAI to improve learning experiences and upholding academic integrity. Future studies need to address developing a holistic framework that engages this balance, such as:

6.1. Creating and testing new detection technologies and methods.

Creating ethical standards and regulatory mechanisms for GenAI application in education. Stuffing these glares want Prepare education institutions and educators to leverage the advantages of Generative AI while protecting the fundamental values of academic integrity [6].

7. Research Questions

- What are the new AI detection tools effective in detecting AI-generated academic work?
- How does transparency in AI detection approaches affect academic integrity?
- How does the rate of academic dishonesty cases evolve with AI implementation?
- What are the long-term consequences of AI implementation on teaching practices and academic honesty?
- What frameworks can reconcile the educational advantages of AI with academic

integrity?

8. Limitations and Future Work

Inside review Equally Keeps Certain Boundary that can affect the depth and breadth of the findings but present directions for future studies. The Effect were Rise Just Out of four main databases chosen for the good reputation of publishing scholarly articles on Information Systems, particularly Generative AI. Using other databases or other sources (white papers, pre-prints, etc.) might retrieve more heterogeneous and richer results. Futurity Exploration Will Count Dilate their database sources prior to enhancing the breadth of the literature reviewed [7-8].

Conclusions

Including Generative AI (GenAI) in higher education has revolutionary possibilities but also poses serious challenges, most especially in upholding academic honesty. GenAI tools such as ChatGPT have the potential to enhance customized learning experiences and make learning inclusive but endangered academic honesty by facilitating cheating and lowering critical thinking abilities. Future studies need to create advanced detection technologies that can filter out human versus AI-generated content. Teachers need to have the expertise to incorporate GenAI into teaching practices in a responsible manner, such that these technologies support instead of degrading authentic learning. Developing extensive ethical frameworks and regulatory schemes will be crucial, ensuring transparency, accountability, and equity in applying GenAI in schools. Involving multiple stakeholders—such as teachers, students, poli cymakers, and developers of GenAI—is also important in developing pragmatic and accessible guidelines. Futurity Exploration Will Further Examine new forms of assessment that Steel Improve ordering Intelligent and creativity, which would address the limitations of conventional forms of assessment and make GenAI tools more responsive to varied learning styles and needs. This equilibrium is needed to leverage the advantages of GenAI while protecting core educational principles.

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