



Educator and Student Experiences of AI Integration in Higher Education Pedagogy

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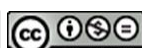
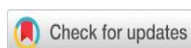
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ABSTRACT

This study explored educators' and students' experiences of integrating artificial intelligence (AI) in higher education pedagogy. Guided by Sociotechnical Systems Theory (STS) and the transformative paradigm, it examined how AI influences teaching, learning, and assessment while raising issues of equity, ethics, and academic integrity. Using a qualitative phenomenological design, data were collected through semi-structured interviews, focus group discussions, and reflective journals from 26 participants, including students, lecturers, and academic leaders. Thematic analysis identified seven themes: enhanced efficiency and professionalization; curriculum and assessment transformation; originality and academic integrity concerns; digital divide and fairness; critical thinking and independent learning; institutional preparedness and ethics; and responsible, inclusive integration. Participants acknowledged AI's capacity to improve productivity, accessibility, and learning support but cautioned against overreliance, inequities, and ethical uncertainties. The study highlights the need for ethical AI literacy, institutional preparedness, and equitable access to technology. Its novelty lies in combining educator and student perspectives to reveal how human and technological systems co-evolve within the digital transformation of higher education.



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INTRODUCTION

The integration of artificial intelligence (AI) into higher education is reshaping how knowledge is delivered, accessed, and assessed. Globally, universities are adopting AI-powered tools for tasks ranging from adaptive learning platforms and automated grading to predictive analytics for student performance (Zawacki-Richter et al., 2019). These technologies have been praised for their potential to enhance efficiency, personalize learning pathways, and support data-driven decision-making in pedagogy (Luckin & Cukurova, 2019). For students, AI applications such as intelligent tutoring systems and writing support tools promise more tailored academic assistance, while for educators, AI affords opportunities to streamline administrative work and refine curriculum design (Holmes et al., 2022).

However, the rapid deployment of AI also raises complex pedagogical, ethical, and social questions. Concerns have been raised about academic integrity, particularly in relation to generative AI systems such as ChatGPT, which challenge traditional notions of authorship, originality, and assessment (Cotton et al., 2023). Educators worry that overreliance on AI may erode critical thinking and independent learning skills (Kasneci et al., 2023). Furthermore, the

digital divide rooted in inequalities of access to reliable internet, advanced devices, and digital literacy risks deepening inequities amongst students from different socio-economic backgrounds (Selwyn et al., 2023).

At the institutional level, the lack of clear policies and faculty development initiatives creates uncertainty about how AI should be integrated responsibly into teaching and learning practices (Tlili et al., 2023). While some universities, on the one hand, are experimenting with curriculum innovations that embrace AI literacy, on the other hand, many educators remain hesitant, citing limited training, ethical ambiguities, and concerns about student misuse (Bockting et al., 2023). On their part, students often view AI both as a valuable academic support and a potential threat to fairness and authenticity in learning environments (Perkins, 2023).

Existing literature tends to focus either on the technological affordances of AI or on abstract ethical debates, with fewer studies centering on the lived experiences of those directly engaged with AI in higher education contexts (Holmes et al., 2022; Cotton et al., 2023). Understanding how both educators and students perceive and navigate AI in curriculum design, assessment practices, and academic support is therefore critical for shaping institutional policies and ensuring that AI integration fosters inclusivity, equity, and meaningful learning. The novelty of this study lies in its phenomenological exploration of these lived experiences, uniquely foregrounding how individuals make sense of experience and negotiate AI in everyday pedagogical practices. Unlike prior research that predominantly emphasizes technological capabilities or broad ethical debates, this study simultaneously captures the perspectives of both educators and students, providing a nuanced, relational, and context-specific understanding of AI's impacts. In doing so, it illuminates the tensions between opportunity and risk as experienced on the ground, insights that remain largely absent from globalized AI discourse and that contribute meaningfully to both scholarship and institutional practice.

To guide this inquiry, the study seeks to address the following questions:

1. How do educators and students perceive the role of AI in curriculum design, assessment, and academic support within higher education?
2. What opportunities and challenges do educators and students experience in their engagement with AI tools in teaching and learning?
3. In what ways do issues of equity, inclusivity, and ethics shape the adoption and use of AI in higher education contexts?
4. How can institutional policies and practices support the responsible and meaningful integration of AI in higher education?

The integration of artificial intelligence (AI) in higher education can be effectively examined through Sociotechnical Systems Theory (STS), which highlights the interconnection between technological tools and the social environments in which they are applied (Baxter & Sommerville, 2011). Within this framework, AI technologies such as adaptive learning platforms, automated grading systems, and intelligent tutoring tools represent the technical subsystem, while the practices, beliefs, and ethical orientations of students, educators, and institutions form the social subsystem. STS posits that effective innovation emerges when these subsystems are mutually aligned, ensuring that technological capabilities support human values, pedagogical goals, and institutional capacities (Pasmore et al., 2019).

Applying STS to AI in higher education emphasizes that the potential of AI must be balanced with social considerations. For example, predictive analytics and adaptive learning can enhance engagement and personalize learning (Holmes et al., 2022; Zawacki-Richter et al., 2019), but their success depends on educator adaptation, institutional support, and policies safeguarding privacy and integrity (Cotton et al., 2023). Similarly, in assessment, AI-driven grading and plagiarism detection can increase efficiency but may conflict with expectations of fairness, authorship, and critical thinking (Luckin et al., 2022). Inequities in digital access and literacy can further exacerbate educational disparities, highlighting the need for context-aware implementation (Holmes et al., 2022).

At the institutional level, STS underscores that AI adoption requires not only technological solutions but also social strategies, including professional development, ethical guidance, and participatory policy processes (Pasmore et al., 2019). Framing AI through STS therefore allows for a holistic understanding of its role as a co-constructive force that shapes, and is shaped by, pedagogical practices, institutional norms, and ethical considerations (Tlili et al., 2023). This perspective guides responsible and inclusive AI integration that advances efficiency while maintaining equity, integrity, and human-centered educational values.

Research on AI in higher education generally falls into three areas: technological affordances, ethical and pedagogical challenges, and institutional readiness.

Technological Affordances: Studies highlight AI's potential to enhance efficiency and personalize learning. Adaptive systems and predictive analytics can provide tailored feedback and identify students at risk of underperformance (Zawacki-Richter et al., 2019). Intelligent tutoring systems increase engagement and learning outcomes (Holmes et al., 2022), while automated grading tools reduce administrative burdens, allowing educators to focus on pedagogy (Luckin & Cukurova, 2019).

Ethical and Pedagogical Challenges: Despite these benefits, AI integration raises complex ethical concerns. Generative AI systems, including ChatGPT, have prompted debates around plagiarism, authorship, and originality (Cotton et al., 2023). Overreliance on AI may also undermine critical thinking, problem-solving, and independent learning skills (Kasneci et al., 2023). Additionally, disparities in access to technology risk excluding students from disadvantaged backgrounds, creating socio-technical inequities (Selwyn et al., 2020).

Policy and Institutional Readiness: Responsible AI integration depends on clear policies, training, and ethical frameworks. Many institutions lack comprehensive AI strategies, generating uncertainty and hesitation among faculty (Tlili et al., 2023). While some universities are incorporating AI literacy into curricula, limited training and misuse concerns contribute to cautious adoption (van Dis et al., 2023). Students view AI as both a valuable learning tool and a potential threat to fairness and authenticity (Perkins, 2023).

Overall, the literature demonstrates AI's pedagogical promise alongside its challenges, yet most studies focus on technological or ethical dimensions, with limited attention to the lived experiences of educators and students (Holmes et al., 2022; Cotton et al., 2023). By applying STS, this study explores how the interaction between technology and human practices shapes perceptions, experiences, and strategies in curriculum design, assessment, and academic support.

RESEARCH METHOD

This study is guided by the transformative paradigm, which prioritizes research that addresses issues of power, equity, and social justice (Mertens, 2010). Considering the ethical, pedagogical, and equity concerns surrounding the use of artificial intelligence (AI) in higher education, this paradigm ensures that the perspectives of both students and educators are central. Framing the study in this way highlights that AI adoption is not solely a technical matter but is closely linked to fairness, inclusivity, and meaningful participation in academic contexts.

A qualitative approach was employed to explore the lived experiences and perceptions of educators and students. This method is well-suited for examining complex social phenomena, as it captures participants' nuanced viewpoints, emotions, and coping strategies (Creswell & Poth, 2016). By engaging participants through open-ended methods, the study generates rich, context-specific insights into how AI influences curriculum design, assessment, and academic support, while also revealing the balance of opportunities and challenges it presents.

This study adopted a phenomenological methodology to investigate how educators and students experience the integration of artificial intelligence (AI) in higher education. Drawing on Husserl's principle of returning "to the things themselves," phenomenology focuses on understanding the essence of experiences within their real-life context (Moustakas, 1994; van Manen, 2016). The researcher approached participants' accounts without preconceived notions, exploring their interactions with AI tools such as ChatGPT and adaptive learning systems in

teaching, learning, and assessment. Through in-depth interviews, participants shared experiences reflecting feelings of empowerment, uncertainty, and shifts in professional or learner identity, which were subsequently analyzed to identify core themes and structures of meaning (Colaizzi, 1978). Phenomenology has been extensively used in education research to study human-technology relationships (Yüksel & Yıldırım, 2015), making it particularly apt here, as most AI research tends to focus on technical capabilities rather than the lived experiences of users (Zawacki-Richter et al., 2019; Cotton et al., 2023).

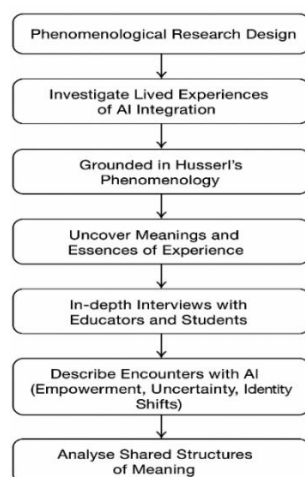


Figure 1. Research design

Participants were purposively chosen to ensure diverse perspectives across institutional roles, including ten students, ten lecturers, four heads of departments (HODs), and two academic deans. This sampling approach enabled the study to capture both student experiences and institutional or pedagogical viewpoints, focusing on individuals directly involved in AI integration in higher education (Patton, 2015).

Multiple data generation methods were used to capture participants' experiences. Semi-structured interviews with lecturers, HODs, and deans explored professional perceptions and institutional practices, while student focus groups facilitated the co-construction of shared learning experiences. Reflective journals allowed participants to document evolving thoughts and insights over time. This methodological triangulation enhanced the depth and authenticity of the findings, aligning with the phenomenological aim of revealing the essence of participants' experiences.

Thematic analysis, guided by Braun and Clarke (2006), was applied to identify patterns and themes within the data. Coding, iterative reflection, and interpretation focused on capturing the core meanings of participants' lived experiences with AI, ensuring that themes reflected authentic perceptions and insights.

Trustworthiness was maintained through Lincoln and Guba's (1985) criteria of credibility, dependability, confirmability, and transferability. Credibility was enhanced via triangulation and member checking. Dependability was supported through an audit trail documenting analytic decisions, including the clustering of codes (e.g., "efficiency," "workload reduction," "overreliance concerns") into themes. Confirmability relied on reflexive journaling, peer debriefing, and verbatim quotations. Transferability was facilitated by providing detailed contextual descriptions of participants, roles, and AI practices, enabling applicability to similar educational settings.

Ethical clearance was obtained from the Eswatini College of Theology Institutional Research Board. Participants provided informed consent after being fully briefed on the study's aims, procedures, and risks. Confidentiality was ensured through anonymization and secure data storage. Guided by a transformative paradigm, the research process respected participants'

autonomy, foregrounded their voices, and remained attentive to power and equity considerations throughout the study.

RESULTS AND DISCUSSION

The results of this study revealed seven key themes reflecting both educator and student perspectives on AI integration in higher education: (1) Enhanced Efficiency and Professionalization, where AI improves productivity and reduces workload; (2) Curriculum Design and Assessment Transformation, highlighting AI's role in lesson planning and feedback; (3) Originality and Academic Integrity Concerns, addressing issues of plagiarism and authenticity; (4) Digital Divide and Fairness, noting disparities in access and digital literacy; (5) Critical Thinking and Independent Learning, expressing concerns about overreliance on AI; (6) Institutional Preparedness and Ethics, exposing gaps in policy and training; and (7) Responsible and Inclusive Future Integration, advocating for equitable and ethical AI adoption.

Table 1. Seven key themes reflecting both educator and student perspectives on AI integration in higher education

Theme	Core Idea	Educator Perspective	Student Perspective
Enhanced Efficiency and Professionalization	AI improves productivity, reduces workload, and enhances professionalism	<i>"It has been a game changer; I do my slides... make it professional."</i>	<i>It has simplified concepts and made assignments easier."</i>
Curriculum Design and Assessment Transformation	AI aids lesson planning, validation, and feedback	<i>"AI has made my teaching very easy, particularly in module design and assessment."</i>	<i>"I use AI for research and to understand assignment questions."</i>
Originality and Academic Integrity Concerns	Risks of plagiarism and loss of authenticity	<i>AI hallucinations affect originality and may affect academic honesty."</i>	<i>"Honesty and originality are lost due to dependence on AI."</i>
Digital Divide and Fairness	Unequal access to AI widens educational gaps	<i>"Students from disadvantaged backgrounds lag behind."</i>	<i>"Some don't have devices or data; others lack digital skills."</i>
Critical Thinking and Independent Learning	Over-reliance on AI reduces deep engagement	<i>"AI kills critical thinking as students are spoon-fed with answers."</i>	<i>"It limits our thinking capacity."</i>
Institutional Preparedness and Ethics	Uneven policies and limited training on AI use	<i>"Policies are being developed and have not yet been adopted."</i>	<i>"No clear guidance; others have AI policies encouraging ethical use."</i>
Responsible and Inclusive Future Integration	Need for ethical, inclusive AI adoption	<i>"Major research is required on how AI should be ethically incorporated in higher education."</i>	<i>"AI should be used under supervision and with guidance."</i>

Theme 1: Enhanced Efficiency and Professionalization of Teaching and Learning

Educators and students alike regarded AI as a valuable tool that streamlines academic tasks, boosts productivity, and elevates the professional quality of educational outputs. This aligns with recent research suggesting that AI applications can simplify administrative and academic processes, lessen cognitive demands, and enhance the overall learning experience (Weller, 2023). Educators reported that AI eased the preparation of teaching materials, grading, and content refinement: "It has been a game-changer; I prepare my slides or materials and then use ChatGPT to correct errors and make them professional." Automated assessment was also highlighted as advantageous, supporting evidence that AI-assisted grading can speed up feedback and improve assessment efficiency (Cotton et al., 2023; Zawacki-Richter et al., 2019; Mpofu & Machingauta,

2024): “Automated grading helps lecturers save time... Students receive instant feedback on their submissions.” Students similarly noted AI’s usefulness in learning, research, and comprehension: “It simplifies complex concepts in my studies and assignments”; “AI acts as a research assistant and provides instant feedback”; “It has improved my understanding of coursework and allowed me to complete assignments more efficiently.” These perspectives reflect broader findings that students view AI as a cognitive support that clarifies content and accelerates academic work (Luckin et al., 2016). Nonetheless, both educators and students stressed the importance of responsible usage, echoing ongoing discussions regarding accuracy, ethical considerations, and potential overdependence on AI in education (Williamson, 2023; Kizilcec & Lee, 2022).

Theme 2: Curriculum Design, Learning Support, and Assessment Transformation

AI was widely recognized as a transformative tool in curriculum design and the facilitation of teaching and learning. Educators reported that it enhanced assessment quality and contributed to more structured curriculum planning: “AI has made my teaching very easy, particularly in module design and assessment.” Another educator emphasized its role in guiding pedagogical planning and decision-making: “AI gives suggestions, guiding all processes... It has strengthened my teaching.” These perspectives align with research suggesting that AI can scaffold instructional design and support the development of coherent curricula (Tayeh, 2025). Students similarly experienced AI as an academic assistant that simplified assignments, expanded knowledge, and supported independent inquiry: “I use AI for research purposes”; “It has helped in giving some insights into information that I didn’t already know”; “AI augments my human capabilities.” These experiences are consistent with studies highlighting AI’s role in promoting personalized learning and exploratory academic behavior (Popenici & Kerr, 2017). Nonetheless, both groups noted limitations, particularly regarding the reliability and depth of AI-generated content: “The downfall is often [that] the information is thin, which requires a much deeper search to get proper, useful information.” This concern reflects evidence that AI outputs may be superficial or incomplete, requiring critical evaluation and verification (Tayeh, 2025). Overall, while AI significantly supported teaching and learning, its utility depended on users’ ability to critically assess and integrate its outputs.

Theme 3: Originality, Academic Integrity, and Ethical Use

Concerns about academic integrity and originality were frequently raised by both educators and students. Educators emphasized the potential risks of unmonitored AI use, noting that unethical application can foster plagiarism, compromise academic honesty, and diminish independent thinking, while AI-generated errors (“hallucinations”) may further threaten originality (Luckin et al., 2023; Holmes et al., 2023). Students expressed similar apprehensions, observing that reliance on AI can undermine assignment authenticity, encourage shortcuts, and reduce genuine engagement with learning tasks (Zawacki-Richter et al., 2019).

Nonetheless, both groups acknowledged the positive potential of AI when applied responsibly. An educator remarked, “AI should be used responsibly,” and a student highlighted that AI could serve as a valuable research aid, complementing traditional resources rather than replacing critical engagement. This indicates that AI can enhance learning when positioned as a supportive tool rather than a substitute for analytical thinking.

The tension between utility and integrity underscores the importance of well-defined institutional policies. Some universities allow AI-assisted assignments but retain AI-free assessments to safeguard honesty (The Australian, 2025), while UK institutions are encouraged to “stress-test” evaluation methods in response to increasing AI use among students (The Guardian, 2025). Implementing clear ethical guidelines and fostering responsible AI practices is essential to ensure that AI strengthens, rather than compromises, academic integrity.

Moreover, integrating digital literacy and targeted AI training could promote fairness and inclusivity, highlighting the sociotechnical dynamics of AI adoption. The effectiveness of AI depends on the alignment of infrastructure, policy, and institutional support, which collectively determine whether it mitigates or reinforces existing inequities (Selwyn, 2016).

Theme 4: Inequities, Access, and the Digital Divide

Both educators and students highlighted disparities in access to AI tools, connectivity, and digital literacy. Educators observed systemic inequalities:

"Those with access to the best technological devices benefit, while students from disadvantaged backgrounds lag behind."

"Many students are disadvantaged because of a lack of exposure to AI."

Students confirmed these disparities:

"Not all students have access to AI tools due to a lack of data and digital tools."

"Some AI platforms require a subscription, so not all students will have access."

"There are challenges, as some students don't have devices and digital skills."

A few students and educators expressed optimism about AI's potential to bridge such divides if equity-focused policies are implemented:

"AI promotes fairness and encourages equal access to opportunities."

"People should be given access through Wi-Fi facilities and devices to bridge the digital gap."

These excerpts highlight the dual reality of AI as both a potential bridge and barrier in education. Limited access to devices, subscriptions, and digital literacy restricts some students from fully benefiting from AI, reflecting broader socioeconomic inequalities (van Dijk, 2020). At the same time, participants recognized that equitable access through institutional provision of devices, connectivity

Theme 5: Critical Thinking, Problem-Solving, and Independent Learning

There was strong agreement across both groups that AI affects cognitive engagement. While some viewed AI as a catalyst for deeper understanding, most expressed concern about declining critical thinking and independence. Educators stated:

"AI kills critical thinking as students are spoon-fed with answers that are neatly packaged."

"It discourages thinking, as we are quick to refer to it without further thought."

Students echoed this sentiment:

"AI has actually limited thinking capacity in most students."

"It limits our critical thinking skills."

"My concern rises in overreliance... people should learn to use their minds because AI will not surpass human intelligence."

Nevertheless, some recognized AI's value in facilitating problem-solving when used reflectively:

"AI encourages when used ethically."

"AI tools help to break down assignment questions for better understanding."

These accounts indicate that critical thinking outcomes are shaped less by AI itself and more by the nature of its use and pedagogical framing. This aligns with research suggesting that technology can both support and hinder cognitive engagement depending on instructional design and learner autonomy (Chen et al., 2023; Holmes et al., 2023). When integrated thoughtfully, AI can scaffold problem-solving and independent learning by prompting analysis, offering diverse perspectives, and supporting metacognitive reflection (Bond et al., 2023). Conversely, uncritical or over-reliant use may encourage cognitive passivity and reduce opportunities for deep learning (Selwyn, 2023). Thus, educators' role in guiding ethical and reflective AI use is crucial for fostering higher-order thinking.

Theme 6: Institutional Preparedness, Training, and Policy Direction

Both educators and students highlighted inconsistencies in institutional support and unclear guidance regarding AI use. Educators noted emerging but uneven institutional efforts:

"There is an ongoing effort to address AI incorporation into the space of teaching and learning."

"Policies are being developed and have not yet been adopted for implementation."

Students' experiences mirrored this variation:

"They haven't given us clear guidance."

"[The] university has an AI policy that clearly defines guidelines... this encourages reading and understanding concepts rather than copying."

"Nope, nothing. They told us never to use it at all."

Where guidance and training were provided, participants reported more responsible engagement:

"Received training on ethical use of AI... it has helped me use it effectively."

"Yes, it helps in [the] choice of words and research techniques."

These results are consistent with studies highlighting that an institution's preparedness, such as clear policies and focused training, is essential for successful AI adoption in higher education (Luckin et al., 2023; Chan & Hu, 2023). Providing structured guidance helps ensure ethical and responsible AI use while fostering deeper learning, supporting academic honesty, and enhancing digital literacy (Selwyn, 2022). The differences in individual experiences point to the necessity of comprehensive policy frameworks and ongoing professional development to ensure consistent support across educational institutions.

Theme 7: Ethical Concerns and Future Visions for Inclusive Integration

Participants emphasized the ethical dilemmas surrounding AI privacy, overreliance, and fairness and proposed ways forward for responsible integration.

Educators cautioned against the production of underprepared graduates and called for tighter ethical controls:

"AI promotes production of graduates that are half-baked... There need to be huge investments in AI detection software and training."

This concern resonates with Sociotechnical Systems Theory (STS), which underscores the need for balanced interaction between the social and technical components of an organization (Bostrom & Heinen, 1977). In this context, higher education institutions represent complex systems where technological tools (AI) must be harmoniously integrated with human, pedagogical, and ethical processes. The educators' fear of producing "half-baked" graduates reflects a perceived imbalance between technological affordances and human capabilities. According to Holmes et al. (2023), the uncritical use of AI tools can diminish critical thinking, creativity, and independent problem-solving, which are core social functions within the educational system. Thus, calls for investment in AI detection software and ethical training represent attempts to restore equilibrium between the technical (AI systems) and social (human learning and judgment) subsystems of education.

Students raised personal and moral concerns:

"Compromising my privacy."

"My concern is overreliance on AI."

"AI sometimes fails to present the information as per request."

These insights highlight the human dimension within the sociotechnical landscape of educational settings. Concerns about privacy reflect unease over AI platforms' data collection and surveillance capabilities, an issue extensively noted in existing research (Zawacki-Richter et al., 2019). Worries regarding overdependence on AI point to a risk within social systems, where reliance on technology may diminish individual cognitive autonomy and compromise academic honesty. Holmes et al. (2023) contend that sociotechnical systems that are inadequately designed can constrain users by embedding opaque processes that restrict human agency. The remark that "AI sometimes fails to present the information as per request" illustrates the limitations of the technical subsystem, echoing Bond et al.'s (2023) caution that AI outputs can propagate bias and misinformation due to algorithmic constraints and data-driven errors. Looking ahead, participants envisioned an approach that balances AI integration to support learning while maintaining ethical standards, inclusivity, and academic integrity.

"AI should be used under guidance."

"Create awareness among all stakeholders of the benefits of AI and the dangers of its abuse."

"Major research is required on how AI should be ethically incorporated in higher education."

"Students should be taught about AI so they don't abuse it."

This perspective aligns with the STS idea of joint optimization, which stresses that technological progress must go hand-in-hand with social development (Baxter & Sommerville, 2011). Participants stressed the importance of raising stakeholder awareness, providing structured guidance, and conducting ongoing research to support responsible AI use. This reflects Mertens' (2019) Transformative Paradigm, highlighting ethics, inclusion, and social justice, and resonates with Chan and Hu's (2023) argument that ethical AI literacy is essential for equitable access.

Overall, the findings underscore the interconnection of social, ethical, and technical elements in higher education's digital shift. Participants recognized that effective AI integration depends on ethical oversight, human judgment, and collaborative dialogue. From an STS viewpoint, sustainable educational innovation requires both technological advancement and the protection of human values such as fairness, autonomy, and accountability. Through continuous ethical reflection and adaptation, institutions can create a sociotechnical balance where AI strengthens rather than compromises academic integrity.

CONCLUSION

The findings of this study indicate that although artificial intelligence (AI) can improve efficiency, foster curriculum development, and support personalized learning in higher education, it also introduces notable ethical, cognitive, and equity challenges. Both educators and students appreciated AI's capacity to streamline teaching and learning tasks, yet they expressed concerns regarding plagiarism, dependency, and unequal access. The absence of comprehensive institutional policies and adequate training further complicates responsible implementation. Framed by Sociotechnical Systems Theory and the transformative paradigm, the study suggests that effective AI integration demands a careful balance between technological advancement, ethical vigilance, human oversight, and inclusivity. Ultimately, AI should serve as a supportive tool that enhances—rather than substitutes—human creativity, critical thinking, and academic integrity to promote equitable and meaningful educational experiences.

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