



Student Misuse of Generative AI

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Academic Insights

- Students widely adopt AI for university learning tasks; trust and usefulness drive adoption.
- AI threatens traditional assessments like take-home essays and MCQs.
- Over-reliance risks reduced engagement, lower critical thinking, and factual errors.
- Cheating using AI is measurable via randomized response methods.
- Technology Acceptance Model (TAM2) successfully predicts why students choose AI.
- Need for policy, redesign of assessments, and student education on responsible use.

Apply This Now

- Build assignments that AI cannot complete alone (oral defences, reflections, annotated steps).
- Provide structured AI-use guidance—where to use AI, where not to.
- Teach students to cross-check AI outputs with primary sources.

Add This in Your Lesson

Require every AI-assisted answer to include a fact-check annotation (“verified from...”).

Avoid This Mistake

Assuming students misuse AI because they are malicious—most misuse arises from unclear rules.

Reference

Reiter, L., Jörling, M., Fuchs, C., Working Group "AI in Higher Education", & Böhm, R. (2025). *Student (mis)use of generative AI tools for university-related tasks*. *International Journal of Human–Computer Interaction*, 41(19), 12390–12403.

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