iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 13 **Issue:** V **Month of publication:** May 2025

DOI: https://doi.org/10.22214/ijraset.2025.71650

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue V May 2025- Available at www.ijraset.com

The Double-Edged Role of AI in Student Learning: Bridging the Gap Between Students and Educators

Dev Anandbhai Pandya
MBA (Finance), Marwadi University, Rajkot

Abstract: ***In the evolving landscape of education, Artificial Intelligence (AI) tools such as ChatGPT have significantly influenced how students engage with learning and creativity. While these tools enhance productivity and comprehension, their use has sparked ethical concerns, especially within academic settings. This article explores the dual nature of AI in education—as a valuable learning aid and a potential channel for academic misconduct. It highlights the importance of empathy, open dialogue, and mutual understanding between students and educators through a real-life incident. The article concludes with suggestions to promote a balanced, ethical, and empathetic educational environment.***
Keywords: AI in education, ChatGPT, teacher-student dynamics, academic integrity, ethical AI use

I. INTRODUCTION

The rise of Artificial Intelligence has reshaped multiple sectors, including education. Tools like ChatGPT and AI-driven platforms have become popular among students for completing assignments, clarifying complex concepts, and preparing for exams. These technologies offer instant explanations, simplify dense material, and enhance learning flexibility. However, their use raises ethical dilemmas, particularly when students overly rely on them or use them inappropriately during assessments. This has led to a growing divide in how students and educators perceive the appropriate use of such tools.

II. PROBLEM STATEMENT

The issue lies not in the tools themselves but in how their use is perceived. Many faculty members view AI tools as shortcuts that encourage academic dishonesty. In contrast, students often consider them as necessary supplements—especially when traditional teaching methods do not meet their comprehension needs. This misalignment in perspectives leads to conflict, emotional distress, and erosion of trust. The root problem is often a communication gap and the lack of empathetic engagement between students and faculty.

III. A REAL-LIFE EXPERIENCE

To illustrate this disconnect, I share a personal incident. During an academic session, a knowledgeable faculty member provided a complex case study for analysis. As a student from a non-English medium background, I struggled to understand the material. In an attempt to comprehend it better, I used ChatGPT to receive a simplified explanation in basic English. The tool clarified the case study for me, greatly aiding my understanding.

However, upon noticing my use of ChatGPT, the faculty member reprimanded me publicly without asking about my intent. I was told, "Every time it's not good to use ChatGPT," in a raised voice, in front of the class. The incident was not only embarrassing but also emotionally discouraging, despite my genuine attempt to grasp the material.

IV. ANALYSIS

This scenario reveals a deeper issue: the lack of open communication and empathy in academic settings. AI usage should not be instantly equated with misconduct. While misuse exists, many students turn to these tools to overcome language barriers, fill educational gaps, or support their independent learning.

Students vary in their language proficiency and subject comprehension. Educators need to distinguish between ethical use and misuse, which requires active engagement with students. Understanding the reasons behind a student's choices can foster a more supportive and effective learning environment.

©IJRASET: All Rights are Reserved

V. CONCLUSION AND SUGGESTIONS

AI tools, when used responsibly, can enrich the educational experience. The challenge lies in guiding their use through mutual understanding rather than rigid assumptions. Both educators and students share the responsibility of creating a constructive academic environment.

A. Suggestions for Faculty:

1) Use student-friendly language and simplify complex topics.
2) Encourage students to ask questions when in doubt.
3) Inquire into students' motivations before making assumptions about AI use.
4) Offer additional support to students with diverse learning needs and language backgrounds.

B. Suggestions for Students:

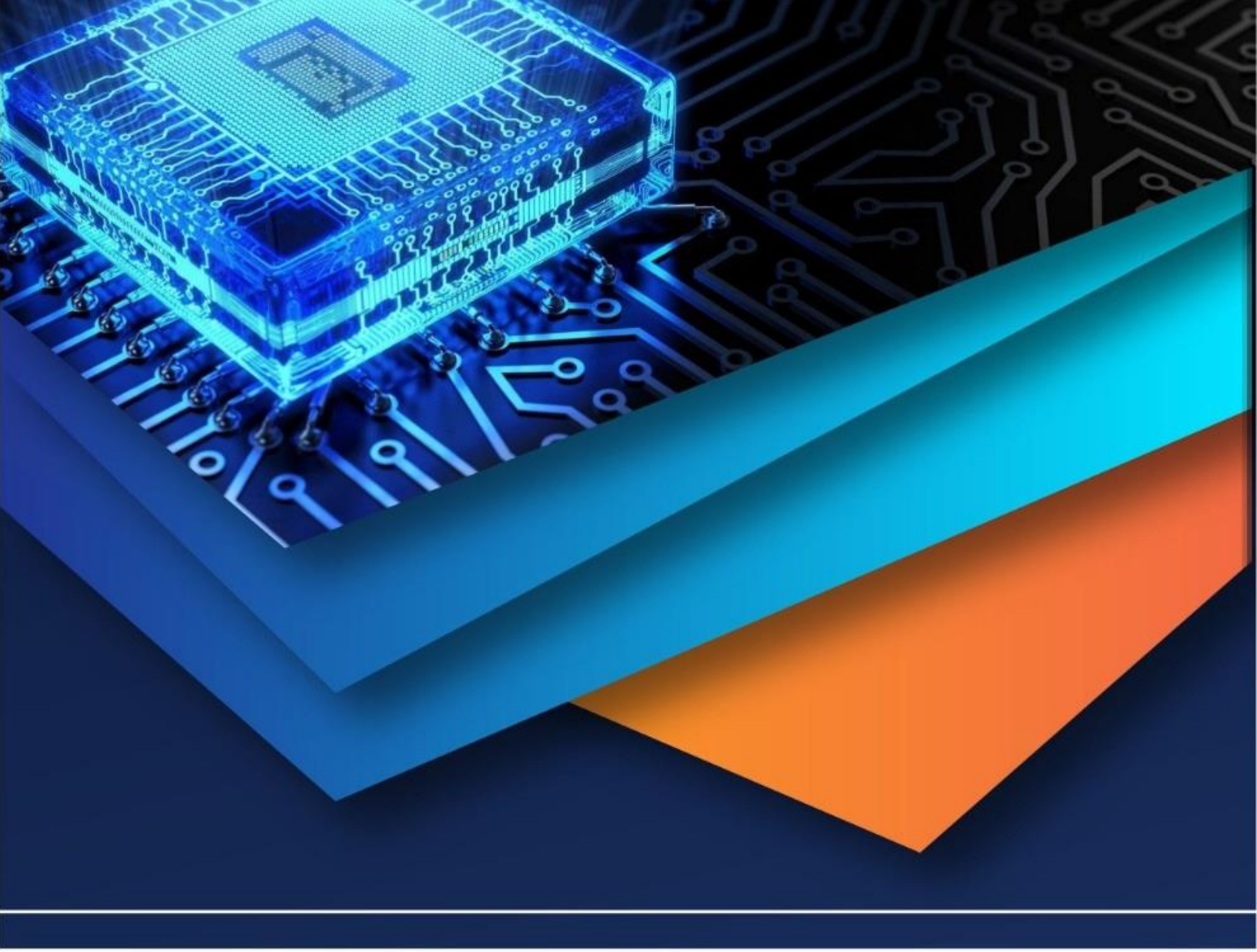
1) Use AI tools ethically and as learning aids.
2) Be transparent about the purpose of using such tools.
3) Avoid using AI for tasks meant to evaluate individual understanding.

By fostering mutual respect, empathy, and clear communication, educators and students can collaboratively ensure AI becomes a tool for growth rather than conflict.

REFERENCES

[1] BBC News. (2023). ChatGPT in Classrooms: Boon or Bane?
[2] The Hindu. (2024). AI's Role in Modern Education.
[3] Harvard Business Review. (2023). The AI Dilemma in Education.
[4] Times of India. (2024). Indian Universities Respond to ChatGPT Usage.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)