



Student Motivation to Use AI

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BACKGROUND & CONTEXT

- 925 students, 80 teaching staff, Metropolitan South

Research problem

Teachers & students are expected to produce work ethically

Some students were using AI to write whole or parts of assignments:

Last year at school we tried a blanket ban, which did not work

Needed to manage student ethical use of AI rather than banning it

Need to understand why students use AI.

LITERATURE REVIEW

What does the research say?

Motivation:

Easy access to information, pressure to succeed, and lack of understanding about plagiarism (Ma et al., 2008; Evering & Moorman, 2012).

Many students avoid plagiarising out of fear of getting caught, rather than ethical considerations (Evering & Moorman, 2012).

Engagement:

Students use AI to complete laborious tasks like assessments, enhancing engagement through efficiency (Yan et al., 2023).

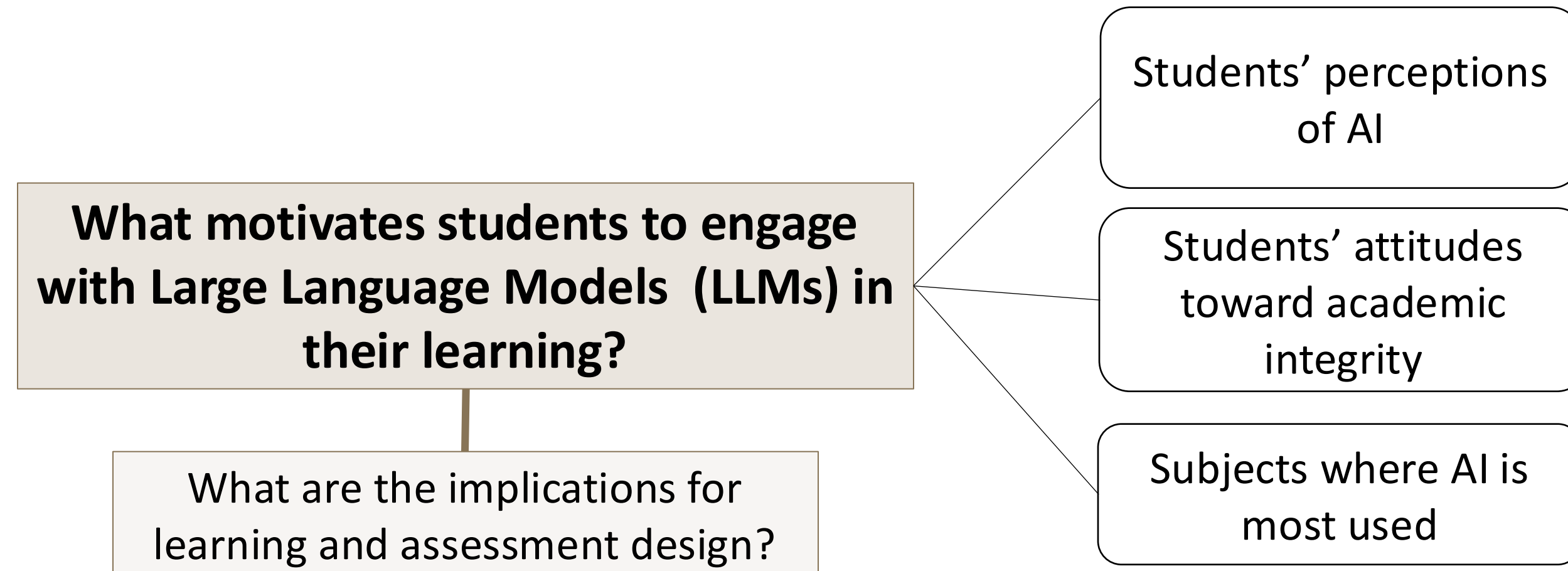
AI innovations increase interactions and personalise learning experiences, but overuse may diminish critical thinking (Kasneci et al., 2023).

Learning:

While AI can aid in writing, problem-solving, and language learning, over-reliance could erode skills like critical thinking (Kasneci et al., 2023).

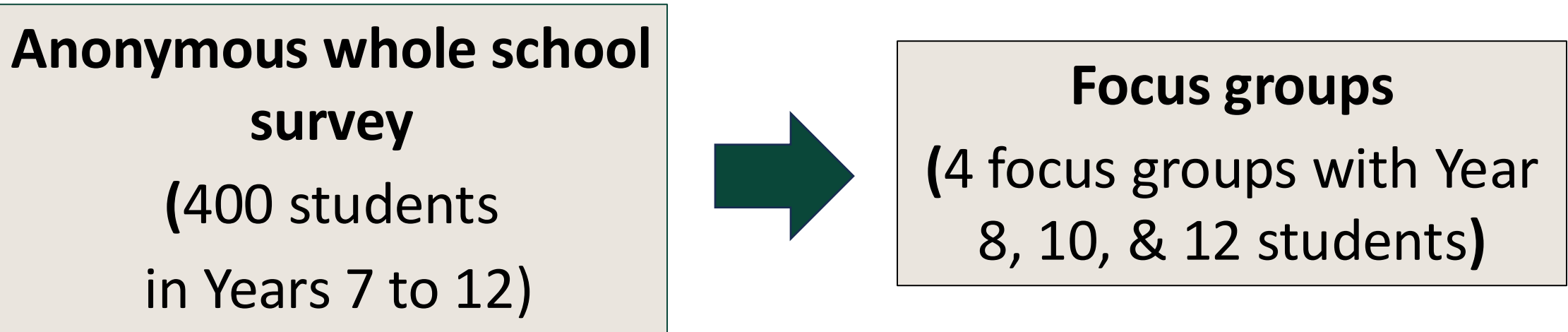
Proper curriculum integration is key—AI should complement learning rather than replace student effort (Crawford, Cowling & Allen, 2023).

RESEARCH QUESTIONS



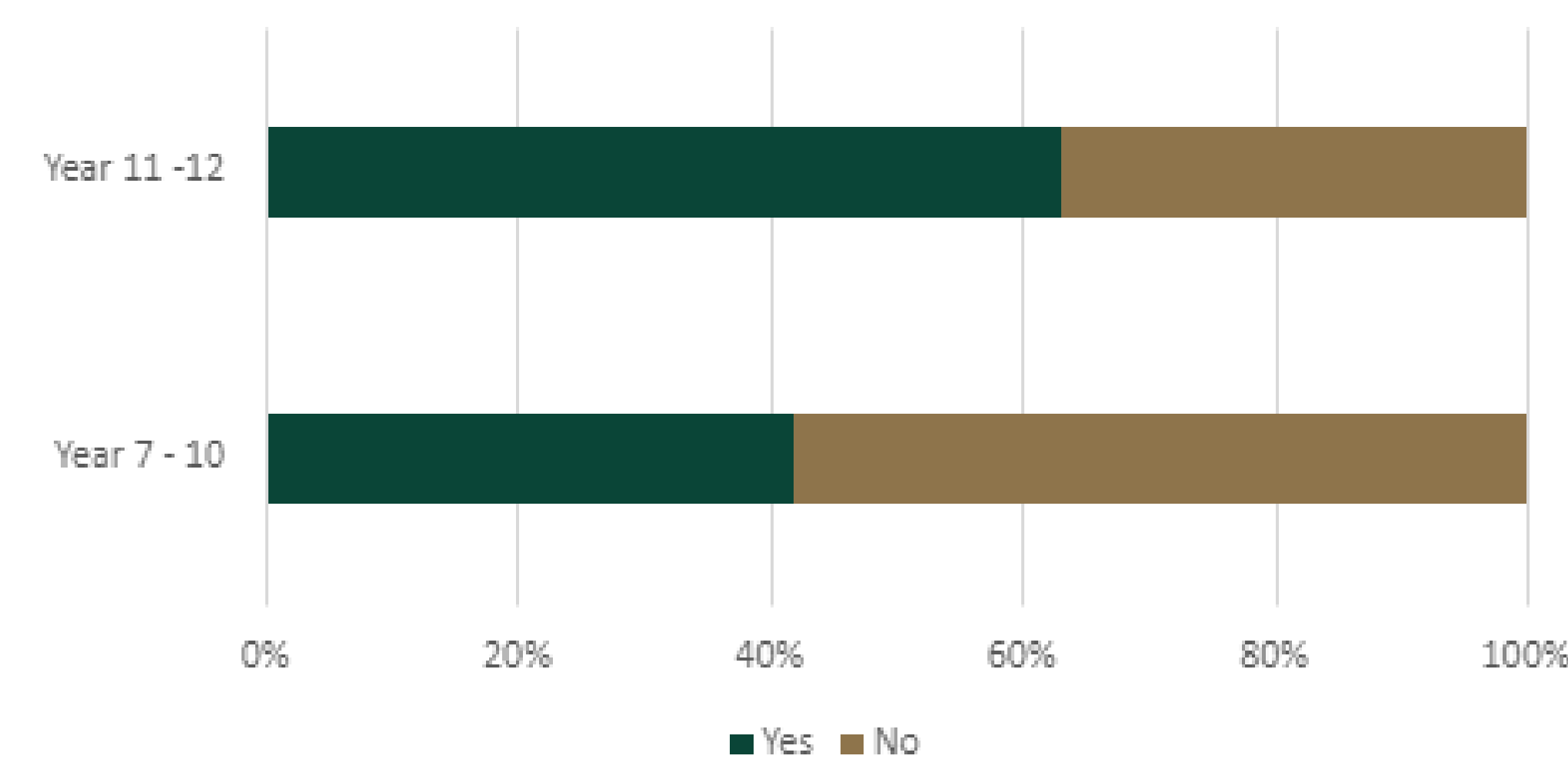
METHODS

Exploratory Mixed Methods

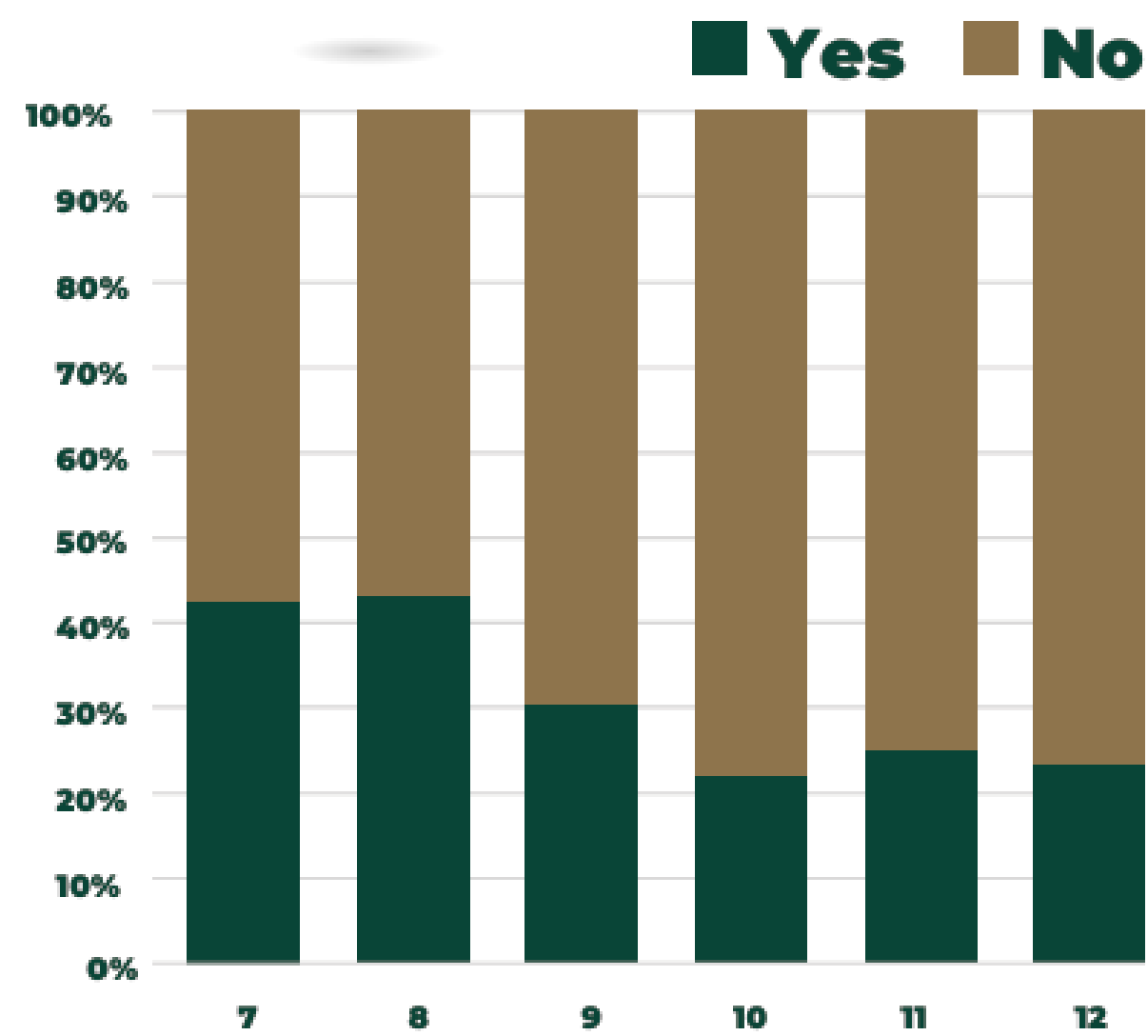


ANALYSIS & RESULTS

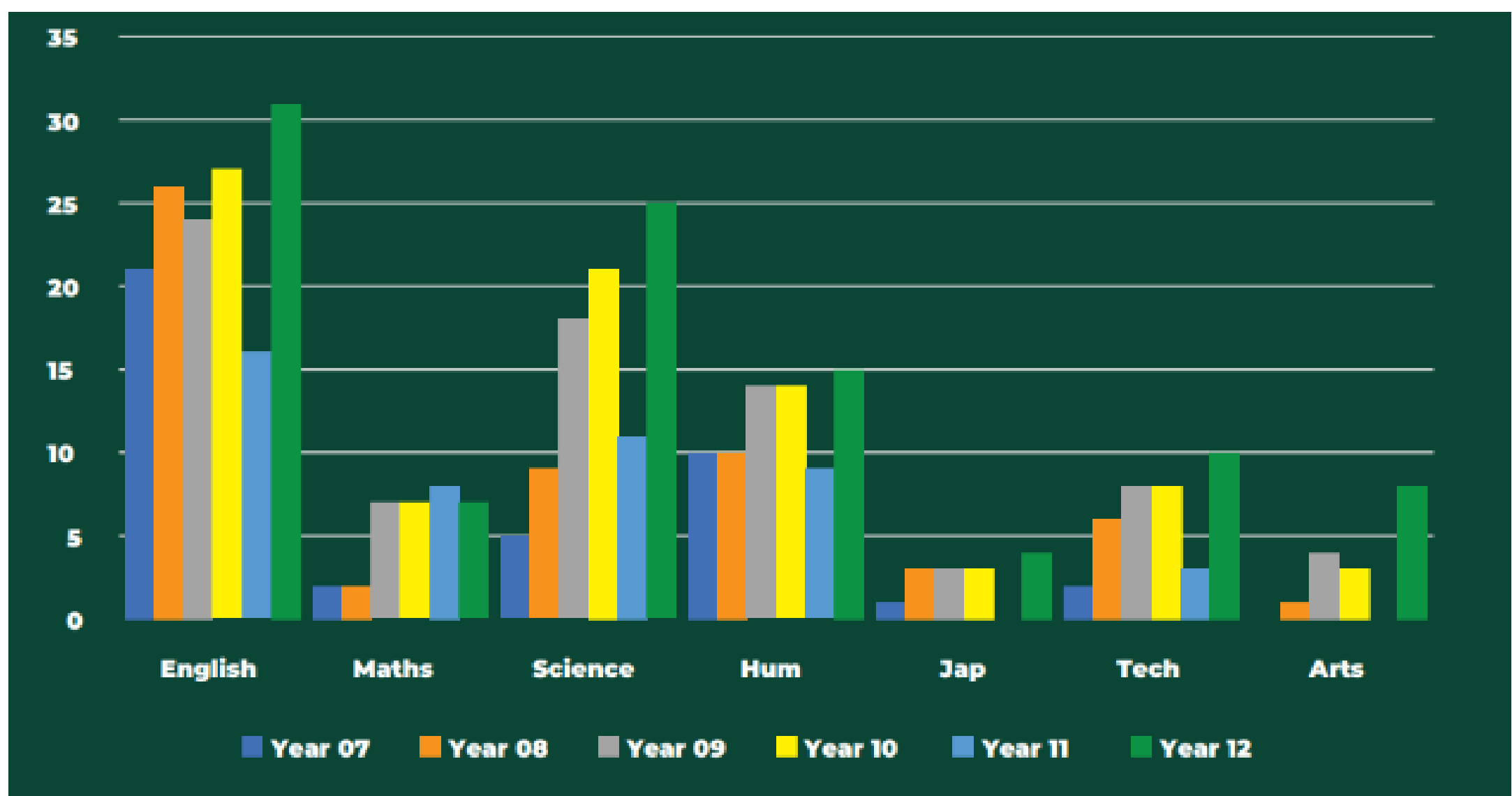
Have you used AI?



Do you think using AI to help complete schoolwork is cheating?



What subject would you use AI in?



ANALYSIS & RESULTS (CONT.)

Focus Group Findings:

"It's kind of like giving you an example and then that...sets fire to your imagination and gives you credit for your thinking" (Year 8 Student)

"If you're doing the work and it's modifying it for you that's good but if it's doing the work then you're modifying it that's bad, that counts as cheating" (Year 8 Student)

"I get my structures from it, and I get like story ideas, or if I'm stuck and I don't know where to go next I can put my sentence in and tell it where to go next." (Year 12 Student)

Key Findings:

- Motivation to use AI:** time management, idea generation, help with repetitive task, a supplementary tool rather than to replace student effort.
- Academic integrity:** students' beliefs that AI threatens critical thinking, students using AI are less likely to see it as unethical.
- Utilisation:** text-based > STEM subjects; senior students combine AI-generated content with their own writing; junior students use AI as a supportive tool rather than an integral part of learning.

All students highlighted the importance of teacher guidance in the ethical use of AI.

CONCLUSIONS AND IMPLICATIONS

Explicit Instruction on AI

- Responsible use of AI
- A supplementary tool rather than a replacement

Redesigning Assessments

- Authentic engagement in creative, problem-solving, and critical thinking tasks
- Enhancing engagement and ensuring relevance using student voice

Teacher-Led AI Literacy

- Incorporating AI literacy (opportunities & pitfalls) into teacher toolbox
- Implementing clear guidelines and ethical frameworks