

A Case Study on Students' Perceptions of Educators' Use of AI-Generated Feedback in Higher Education

Abstract

The rapid adoption of Artificial Intelligence (AI) has sparked debates on its benefits and risks, yet little is known about its impact on trust and role perception in higher education. This study examined how AI-generated feedback influences students' trust in instructors and their perceptions of academic integrity. Building on existing research on AI-human interactions, we explored whether students trust AI-generated assessments more or less than human feedback and how this dynamic affects their learning experience.

Using a mixed-method approach, this study analyzed student attitudes toward AI in academic settings. The first phase employed a survey to capture broad student perceptions of AI-assisted feedback, while the second phase involved in-depth interviews to explore themes of trust, ethics, and emotional responses. Reflexive thematic analysis (Braun & Clarke, 2020) was applied to identify patterns in students' experiences, highlighting concerns over fairness, depersonalization, and ethical considerations. Participants stressed that providing personalized, meaningful feedback is the instructor's core responsibility—an element they believe AI cannot fully replicate. Participants see value in using AI as a supportive tool: when its outputs are transparent, guided by educator expertise, and clearly communicated.

Findings underscore the need for structured institutional policies that ensure AI complements rather than replaces human engagement. This presentation will invite discussion on how universities can develop ethical guidelines that balance AI's efficiency with the critical role of instructor-led mentorship, fostering a sustainable and student-centered learning environment.

Bios:

Noosha Mehdian – Dr. Noosha Mehdian holds a Ph.D. in Education from the University of Malaya and a Diploma in Sustainable Business Strategy from Harvard Business School. Currently, she is Chair of the UAP department at University Canada West (UCW), and an Adjunct Professor at the University of British Columbia (UBC). She collaborates with AIEOU, an interdisciplinary research hub focused on AI in Education at the University of Oxford and leads the Ed Tech CoP at BCTEAL, Canada. Her expertise focuses on AI integration in education, emphasizing competency building, ethical AI use, and green education.

Lilya Shienko - Lilya's area of research stems around social media embeddedness in the workplace, as a working and personal/entertainment tool. Her background in CMM (coordinated management of meaning), Adlerian, and I/O psychology, will serve as asset to uncover the social and personal effects of AI on users in higher education. She has formerly led mixed methods based research projects from end-to-end at Adler University touching on topics such as applied military psychology and social media and anxiety and has 10 publications in peer-reviewed journals such as *Journal of Organizational Psychology* and *Journal of Individual Psychology* and book chapters published under IGI Global. She has also presented at conferences such as North American Society of Adlerian Psychology (NASAP), American Psychological Association Division' 19 Regional Symposium (Military Psychology), and American Psychosomatic Society. Lilya is on the Library Advisory Committee.

Addie Lozjanin – Addie has a rich background in law, policy, and social justice which will allow this project to shed light on potential needed changes in policies that touch on ethical use of AI in the workplace. Addie has industry experience in project management from initiation to closing in course design and development, and the research, writing, and revision of textbook preparatory material for critical analysis and reasoning for undergraduate students. Additionally, Addie has completed her master's thesis on legal frameworks and policies behind the derogation from non-refoulement in Canada and Europe. Addie's knowledge in theoretical frameworks in social justice, including vulnerability theory, will serve as a guide in the thematic analysis portion of the study.