

Beyond Prohibition: Understanding and Reducing AI Reliance in University Learning

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Abstract. The strong abilities of artificial intelligence have encouraged people to apply it in different areas, especially in education. However, the widespread use of AI makes people start to question whether it can destroy academic integrity, and they want to limit its use on campus. This essay demonstrates the reasons behind this widespread phenomenon and how people can reduce the increasing popularity in the use of AI in universities by analyzing the data from AI Assistant Usage in Student Life by Ayesha Saleem through classification and comparison in sections like outcome distribution, AI assistance level, and whether used again. It turns out that students mainly use AI as a tool to complete assignments, revise essays, and search for information, and these are mainly caused by the imbalance between students' abilities and assignment difficulty, lack of essay suggestions, and incomplete required information. Hence, universities can better reduce the use rate of AI by altering the assignment level, arranging more sessions for essay revision, and providing more necessary information for study.

Keywords: Artificial Intelligence; education; students benefit.

1. Introduction

Artificial intelligence is based on big data analysis and training that enable it to realize, understand, study, and figure out the questions [1]. In recent years, artificial intelligence (AI) has moved from a great breakthrough in science to a daily tool in people's lives. The application of AI can help humans to generate the demanded pictures or videos; it can give suggestions of relationships, scholars, or careers like a normal friend; it can even be an online platform for fortune-telling. Nevertheless, although AI still has unlimited possibilities to be applied in various situations, people are now worried about the negative influence it may bring to people, such as plagiarism, and considering the restrictions on the use of AI technology.

This worry can be common in universities. The continuous development of artificial intelligence can be a method to help with instruction and study, and the application of AI in universities can exclude the factors of economy, power, and longevity, assisting students merely in gaining high-quality studies [2, 3]. In this case, AI is an effective means to improve study efficiency. For instance, it can provide useful cues for students to solve the problems; it can be a high-quality essay reviser; and it can also be the source of thoughts. Also, the high-speed development and popularity rate of AI give students more choices of AI platforms, such as ChatGPT and DeepSeek, which have different advantages in various areas. AI can even be used in the teaching process to help not only students but also instructors with their determination and communication [4]. However, the appearance of AI also leads to the increasing potential of academic misconduct. Some students may copy the answer generated from AI without thinking; some students may replace their essay with the AI-generated version; and some students may even cheat by using AI during the exam. Those behaviors severely destroy the traditional teaching outcomes, making universities lose the inherent value to students. To prevent AI from further disrupting the learning atmosphere on campus, some colleges even prohibit the use of AI on campus, hoping that this will be a functional way to decrease students' use of AI

Although such policies can play a deterrent role to a certain extent, it does not uproot the basic problems for the need for AI, which can only make the use of AI implicit instead of disappearing. Therefore, it can be more effective to discover the dilemmas behind this situation and find solutions to them accordingly. In most cases, students use AI for three purposes: completing assignments,

writing papers, and searching for information. Those purposes can correspond to three fundamental problems: the imbalance between assignment difficulty and academic ability, the lack of strong writing abilities, and the inefficiency of traditional retrieval methods. Hence, to solve those difficulties, this paper aims to analyze each of them and try to give possible solutions, hoping this can serve as a useful reference for the school authorities when considering how to address the issue of AI usage. This research object is those who are concerned about the use of AI on campus, including instructors and students, with a particular focus on solving research questions of methods to reduce the widespread phenomenon of AI in universities.

2. Analysis

This session aims to conclude the possible reasons for the AI usage on campus by utilizing the information from reference and summarize them as the difficult assignments, the improvement in essay quality, and information deficiency.

2.1. AI and Assignment Completion

Assignment, as a major component of final grades in higher education, took most students' attention. However, it is noticeable that the difficulty of homework in university becomes an obstacle for most students to solve them independently. According to a recent research, for students who participate the thesis topic meeting, approximately half of them failed to complete their final assignments, and only one third students finalized their work [5]; also, several students claimed the assignments to be so "heavy" that they could not keep the balance between their off-campus work and the assignments. The difficulty of assignments can bring strong pressure on students' grades, which could lead to insomnia, anxiety, or self-mutilation, and such symptoms can further damage students' physical and mental health [6]. The introduction of artificial intelligence alleviates the negative influence brought by stress on grades because it provides students with appropriate learning speed, and students are able to adjust themselves with the help of AI [7, 8]. Also, most students choose AI as a tool for higher scores in homework, not only for science areas, providing cures to calculation problems, but also for humanities subjects, helping students brainstorm based on the given topics or revise the grammar mistakes [9]. Hence, AI can be a useful study tool for students to relieve the stress of assignments and grade stress

2.2. AI and Writing

Writing can be a significant part of higher education because it is not only a component of the grade but also an organized format for the subject; it helps students to organize knowledge according to their characteristics, ensuring that they truly understand the lecture content [10]. Also, writing can be a useful reflection of students' thoughts. For example, when students write about Buddhism, they may consider the various branches of thought and their implications for critical thinking. Therefore, students' knowledge of that course is not limited to the question-and-answer problems in the test paper. Instead, it can be the time for them to spread out their mind to discover their interest. Hence, writing is an indispensable area in college learning. Nowadays, artificial intelligence is playing an increasingly important role in academic writing, which can be the result of one of the major merits - effective function in generating valuable text [11]. Such an ability makes AI successfully incorporate into students' lives, especially in the writing process. During that process, AI provides excellent advantages in collation, initialization of a mission, copying prohibition, and restatement, making the inspiration and grammar parts of an essay less challenging for students. Therefore, AI aims to be an efficient approach for students to generate concise and meaningful sentences without mistakes.

2.3. AI and Information Searching

Searching can be an important part of people's lives. In the past, people searched through reading books, which could be painstaking. With the development of technology, the internet has started to

permeate every corner of people’s lives, providing help from almost every aspect. However, the traditional searching can be troublesome as people may needs scan through the materials given, which might be a long essay, to find the ideal answer; also, there are so many “different sources” for people to check [12]. Those processes can be time-consuming, and it is even possible that searchers find nothing after a long time searching. Fortunately, by optimizing the information it has, AI has now become a channel for humans to gain trustworthy and meaningful ideas they want [13]. Through chatting with artificial intelligence, people are not required to be familiar with the terms they attempt to search; it could be a simple description, a short phrase, or just one key words; with them, AI can help to filter all the information to get the wanted one within a short time; also, AI can help to summarize or fetch the information from academic essays, which can enhance the learning efficiency and relieve the stress on time. For students on campus, they can use AI to comprehend the abstract definitions and search for the information necessary for their assignments and research, saving their time for presentation preparation and the work for other course. Also, it is common to see that students may have various questions regarding the idea mentioned in the lecture. Although it may be the result of distraction, in most cases, students do not understand the idea well merely because of the limited time for the interaction between instructors and students, which makes students, most of the time, study based on materials or tools of campus [14]. In this case, artificial intelligence, with the advantage of easy initialization, brevity, and high efficiency, easily becomes the preferred choice of students. It not only enhances the study quality but also combines the “virtual” information with real text from books, indicating the possible future development of education [15]. Hence, the development of artificial intelligence not only strengthens the importance of the internet in modern society but also enhances the search engine.

3. Solutions

This session aims to provide possible solutions to the widespread AI usage in universities, such as the alteration of assignment difficulty levels, the increase of essay suggestions, and the necessary information.

3.1. Solution to the Using of AI in Assignment Completion

According to Figure 1, it shows that most students who chose AI as a study tool completed their assignment at last, and most of them are satisfied with its assistance, being willing to reuse the tool again. This could effectively reflect students’ reliance on electric tools to solve the problems they have during study.

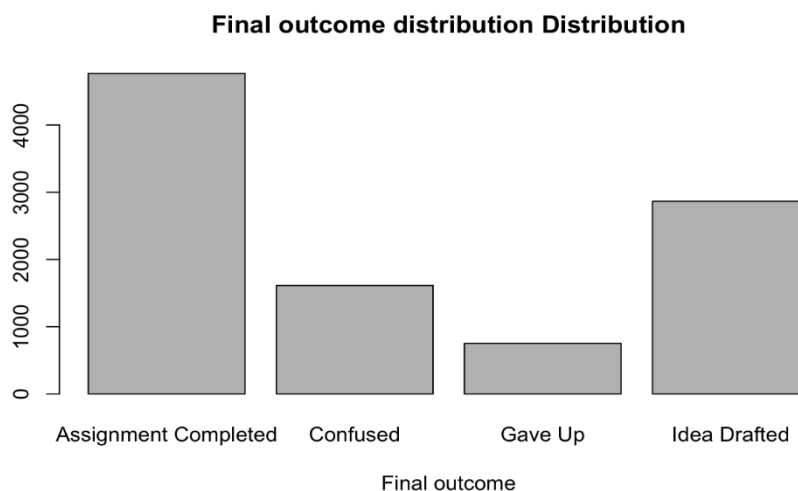


Fig. 1 Final outcome distribution

It can be noticed that 4768 students used AI to complete their assignments, indicating that the AI assists most students with difficulty of assignments to some extent. However, there are still 1613 cases claimed that AI gave obscure outcomes that were not useful for students to solve the problem, and roughly 753 students finally gave up their work, even with the help of AI. In this case, AI may not always be omnipotent in study areas. Also, it is obvious that over 2866 students use AI to sketch their thoughts. By analyzing this graph, it can be concluded that the main function of AI for students is to finish their assignments, while AI's secondary ability is to draft the idea [16].

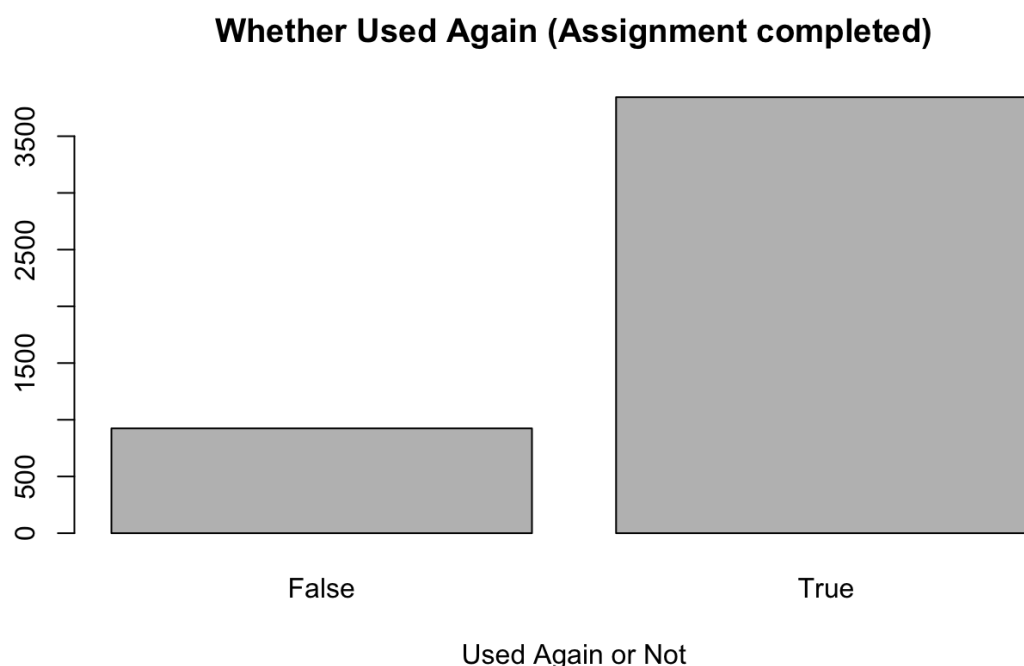


Fig. 2 Whether used again after completing assignment

In Figure 2, it can be observed that most students tend to reuse AI once they use AI as a tool to complete assignments. Apart from preventing students from using AI, it can be more interesting to discuss the reasons behind this situation. According to session 2.1, students now have strong pressure on getting excellent grades while having enough time off campus. However, completing assignments, especially ones with high difficulty, took a lot of time from their leisure time, making them stressed about not only studying but also jobs or any other personal activities. Hence, reducing students' worries about assignments and grades may effectively lower the popularity of AI on university campuses. Instructors can initially assign assignments based on their prediction of students' academic ability and try to alter the difficulty level according to their grades on the first assignment. This could not only decrease students' assignment anxiety but also give instructors a comprehensive understanding of students' abilities to plan more suitable lectures. Therefore, it can be efficient if instructors can adjust the problems according to students' academic abilities.

For those who completed their assignments, their reuse situation. According to the graph, the number of people who choose to use it again, 3844 students, is more than four times the number who refuse to use it again, 924 students. In the general case, the reuse rate of a product can reflect its usability since it can be reluctant for people to utilize a tool that they find useless. Hence, it is easy to conclude that with the assignment completed using AI once, students would probably choose to use AI for the same purpose again.

3.2. Solution to the Using of AI in Writing

According to Figure 3, among all task types for AI users in colleges, writing can be the one with the biggest population, and most students feel AI is useful, with a high rate of reuse expectation based on Figure 4. However, from session 2.2, they did not use AI for direct copying, which can be regarded

as intolerant plagiarism. Instead, they probably use it as a tool for inspiration or the revision of their essay, such as grammar checking and paraphrasing. When students write an essay, it can be hard for them, as writers, to observe the mistakes, including logic errors, structure problems, and obscure explanations. Also, there is limited help given on campus for students to revise their essays, and not all revisions can meet their requirements; so, in this case, AI becomes a helpful tool for them to improve their essay quality. Therefore, to decrease the possible usage of AI in writing, it can be more beneficial for universities to provide more assistance related to literature. Also, instructors, who can be busy doing their programs, can organize the session to offer students opportunities to review others' work and give personal suggestions from a third perspective, which can both enhance the relationship between students and make students' work more qualified. Hence, it can be better if instructors can provide more chances for students to gain more suggestions to revise their essays.

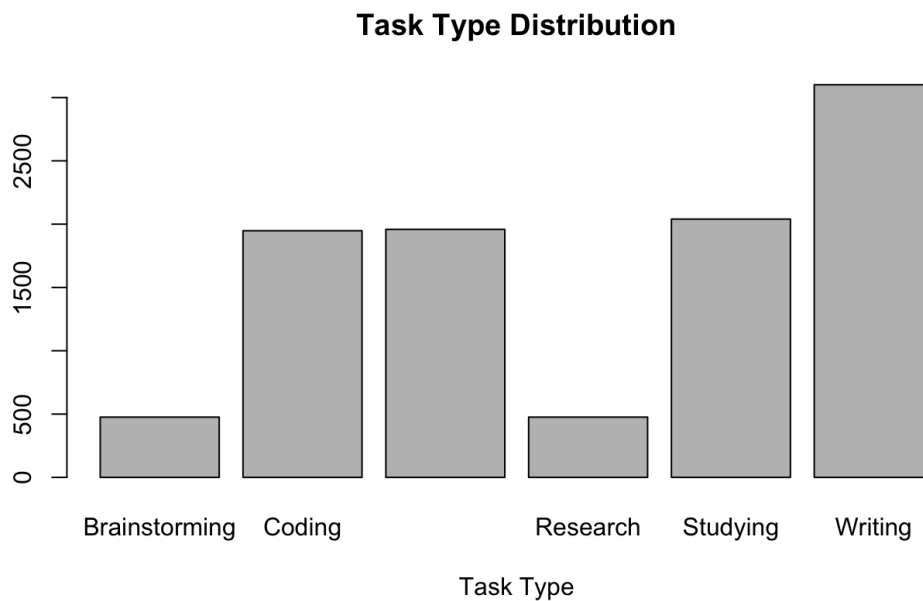


Fig. 3 Task type distribution

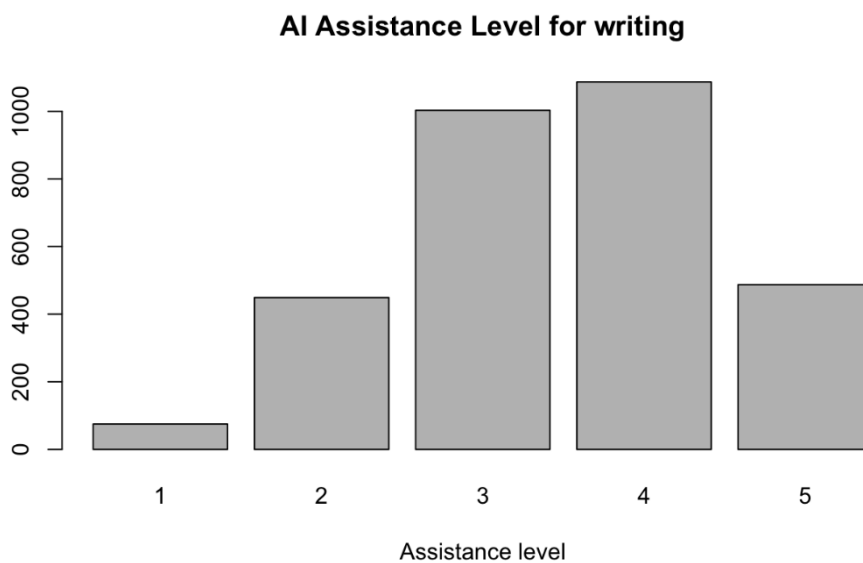


Fig. 4 AI assistance level for writing

For task distribution, there are 3130 people who use AI for writing, which is the most common mission of AI on campus. There are about the same number of students, approximately 2040 students, who finish their work, such as coding, studying, and others, through AI.

After noticing the significance of the writing ability of AI, check the assistance level for writing. To measure the assistance level of AI, participants scale it from 1 to 5, with 1 indicating the worst and 5 indicating the best. According to the graph, 1003 participants chose 3 and 1087 participants chose 4 as their satisfaction with AI writing, which can be the two biggest groups among the five above, while only 75 students scaled it as 1. According to this distribution, it is compelling to conclude that most people regard the function of AI writing as helpful.

3.3. Solution to the Using of AI in Information Searching

As for searching, it can have a wider scope for classification. For instance, students may search for writing, looking for appropriate papers that they can refer to in their essay; students may search for an explanation of the confusing topic mentioned in the lecture; and students may search for the codes to fix their own work. Hence, it can be difficult to gather specific information about searches, but all the tasks included in the graph can be part of searching. In this case, the situation of searching from the general statistics. For the figure 5, about 8403 students feel pleased about the performance of AI, while about 1597 users have a negative reflection. Also, about two-thirds of participants expressed their optimistic idea regarding the reuse of AI. For students who use AI to study, in Figure 6, 2693 students gave positive comments to the tool, which is 676% of those who gave negative evaluations. Therefore, AI is highly praised by its users, showing its widespread usability. As mentioned in session 2.3, AI can efficiently reduce the time spent viewing the reference papers. Hence, it is reasonable to conclude that AI can be a useful tool for most students in their academic life. If universities want to replace the function of AI in student lives, it can be more effective if they can provide more necessary information to students' work. To be more specific, instructors can give more detailed explanations to definitions mentioned in the lecture so that students would not feel obscured when they review the notes; also, they can assign the homework based on learned materials so that students would not need to search for methods that they did not learn in the lecture. The use of AI can be reduced if the relevant information is provided clearly and concisely by textbooks or lecture materials. Table 1 gives a clear summary of the problems and corresponding solutions described above.

Table 1. Reasons and corresponding solutions to the use of AI on campus

Reason for AI application	Solutions
Imbalance between assignment difficulty and academic ability	Alter the difficulty level of assignment based on students' abilities
The lack of strong writing abilities	Provide more suggestion sessions
Inefficiency of traditional retrieval methods	Provide more necessary information and clear clarification

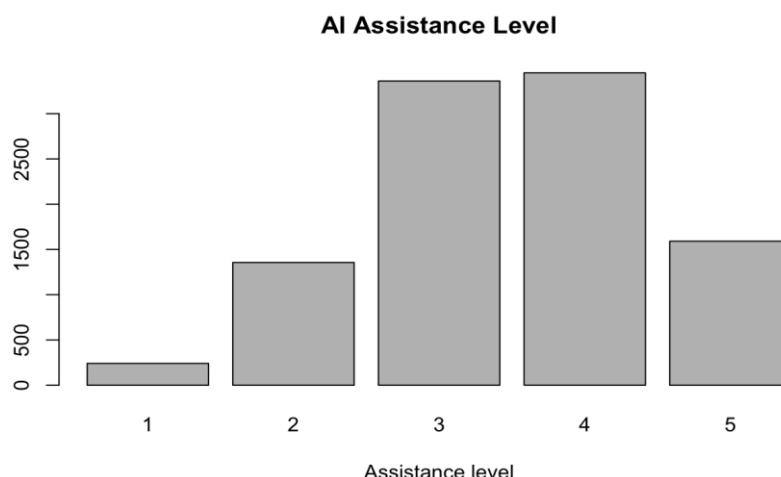


Fig. 5 AI assistance level

As shown in Figure 5, for the AI assistance level, the set separates the levels into 5 degrees, with 5 meanings most useful and 1 meaning least useful. In this graph, the model exists in scale 4, about 3451 students, while scale 3 is the second biggest group, with approximately 3361 students. There are also 1591 people who regard AI as the most useful, with a grade of 5, but 241 students think it is inefficient, with a scale of 1, and 1356 people mark it as 2. In this case, AI can be useful in students' learning process due to the general reflection above 3.

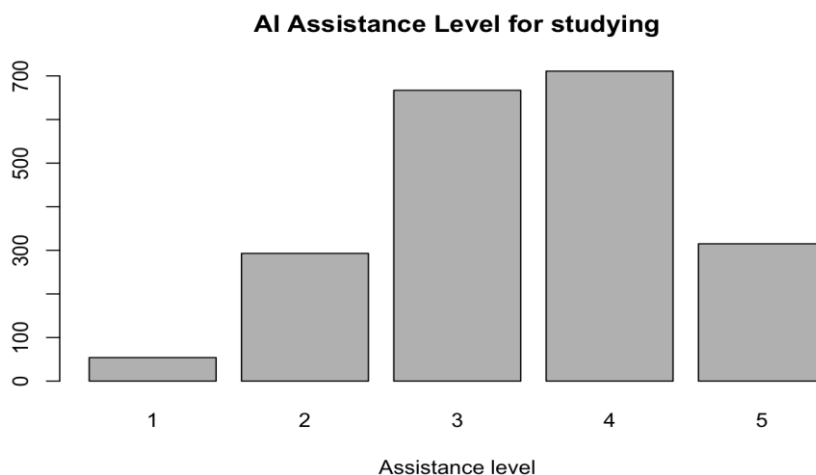


Fig. 6 AI assistance level for studying

As shown in Figure 6, by applying the same observation on the graph for AI assistance level for studying, it is obvious that the distribution is approximately the same, for most people scale it as 4, roughly 711, and 3 is the second largest number, about 667 people, while the fewest people choose 1, only 54 participants.

4. Conclusion

In this analysis, university students' attitudes toward the use of artificial intelligence in their assignments. While most people may regard the use of AI in academic situations as a clue of plagiarism, the real situation can be totally the reverse of the anticipation. In this research, most students use AI as a tool for assignment completion, essay revision, and searching for information, which can, to some extent, reflect the possible difficulties they may face on campus, such as the challenging assignments, lack of inspiration for essays, and difficulties when looking for useful information. According to the discussion, AI is mainly used as a way for students to get a higher score

based on their own work instead of copying directly without thinking. That is to say, the use of AI would not devastate their thoughts and learning abilities; instead, it provides them with more possibilities and advancement for their work. Hence, it can be dogmatic for universities to severely ban the use of AI on campus without ameliorating the current obstacles students have in their study process. For students to alleviate their dependence on AI, as shown in Table 1, it would be best if instructors or universities could provide more help to students, such as explicit explanations of questions, more essay revision sessions, and more necessary information provided. Only when the official materials given are adequate for students can they reduce the chances of AI use.

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