
Artificial Intelligence in Higher Education: Students' Look

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Annotation

The rapid advancement of artificial intelligence (AI) and creative media platforms has fundamentally transformed higher education by providing innovative opportunities for personalized, collaborative, and technology-enhanced learning. AI-powered applications, including ChatGPT, Microsoft Copilot, Google Gemini, Claude AI, and Canva AI, have become increasingly integrated into educational environments, enabling students to improve academic writing, critical thinking, and digital literacy. This study investigates university students' perspectives on the integration of AI-supported creative media platforms in higher education and examines their influence on learning engagement, academic performance, and digital competence. A quantitative research design was employed using an online questionnaire administered to undergraduate students from higher education institutions. Descriptive statistical techniques were used to analyze the collected data. The findings indicate that students perceive AI-assisted creative media platforms as valuable tools for enhancing academic productivity, increasing learning motivation, and facilitating collaborative learning experiences. However, participants also expressed concerns regarding academic integrity, overreliance on AI-generated content, and insufficient digital literacy. The study concludes that the successful integration of AI technologies into higher education requires comprehensive institutional policies, continuous teacher professional development, and the promotion of responsible AI use. The findings contribute to the growing body of literature on AI-enhanced education by offering practical implications for educators, policymakers, and higher education administrators seeking to foster innovative and student-centered learning environments.

Keywords

Artificial intelligence, creative media platforms, higher education, digital learning, student perspectives, academic writing, digital literacy, educational technology

Sun'iy intellektning oliy ta'limdagi o'rni: talabalar nigohida

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Annotatsiya

Sun'iy intellekt (SI) texnologiyalari hamda kreativ media platformalarining jadal rivojlanishi oliy ta'lim tizimini tubdan o'zgartirib, shaxsga yo'naltirilgan, hamkorlikka asoslangan va raqamli texnologiyalar bilan boyitilgan ta'limni tashkil etish uchun yangi imkoniyatlarni yaratmoqda. ChatGPT, Microsoft Copilot, Google Gemini, Claude AI va Canva AI kabi sun'iy intellekt asosidagi platformalar ta'lim jarayoniga tobora keng integratsiyalashib, talabalarning akademik yozuv ko'nikmalarini rivojlantirish, tanqidiy fikrlashini takomillashtirish hamda raqamli savodxonligini oshirishga xizmat qilmoqda. Mazkur tadqiqotning maqsadi oliy ta'lim muassasalari talabalari tomonidan sun'iy intellekt asosidagi kreativ media

platformalarining qo'llanilishiga bo'lgan munosabatni o'rganish hamda ularning o'quv faolligi, akademik natijadorlik va raqamli kompetensiyalarni rivojlantirishdagi ta'sirini aniqlashdan iborat. Tadqiqotda miqdoriy yondashuv asosida onlayn so'rovnoma usuli qo'llanildi va oliy ta'lim muassasalari bakalavriat bosqichi talabalari ishtirok etdi. To'plangan ma'lumotlar tavsifiy statistik tahlil usullari yordamida qayta ishlanib tahlil qilindi. Natijalar talabalarining aksariyati sun'iy intellekt asosidagi kreativ media platformalarini akademik samaradorlikni oshirish, o'qishga bo'lgan motivatsiyani kuchaytirish hamda hamkorlikdagi ta'lim faoliyatini qo'llab-quvvatlashda samarali vosita sifatida baholashlarini ko'rsatdi. Shu bilan birga, ishtirokchilar akademik halollikning ta'minlanishi, sun'iy intellekt tomonidan yaratilgan kontentga haddan tashqari qaramlik hamda raqamli savodxonlik darajasining yetarli emasligi bilan bog'liq muammolarni ham qayd etdilar. Tadqiqot natijalariga ko'ra, sun'iy intellekt texnologiyalarini oliy ta'lim tizimiga samarali integratsiya qilish uchun institutsional siyosatni takomillashtirish, professor-o'qituvchilarning kasbiy kompetensiyalarini muntazam rivojlantirish hamda sun'iy intellektidan mas'uliyatli va etik foydalanish madaniyatini shakllantirish muhim ahamiyat kasb etadi. Mazkur tadqiqot sun'iy intellekt asosidagi ta'lim bo'yicha mavjud ilmiy adabiyotlarni boyitib, ta'lim jarayonini innovatsion va talaba markazli tashkil etishga qaratilgan amaliy tavsiyalarni taqdim etadi.

Kalit so'zlar *Sun'iy intellekt, kreativ media platformalari, oliy ta'lim, raqamli ta'lim, talabalar qarashlari, akademik yozuv, raqamli savodxonlik, ta'lim texnologiyalari*

Искусственный интеллект в высшем образовании: взгляд студентов

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Аннотация *Стремительное развитие технологий искусственного интеллекта (ИИ) и креативных медиаплатформ оказывает существенное влияние на трансформацию системы высшего образования, открывая новые возможности для персонализированного, совместного и технологически ориентированного обучения. Платформы, основанные на искусственном интеллекте, такие как ChatGPT, Microsoft Copilot, Google Gemini, Claude AI и Canva AI, все активнее интегрируются в образовательный процесс, способствуя развитию академического письма, критического мышления и цифровой грамотности студентов. Цель настоящего исследования заключается в изучении отношения студентов высших учебных заведений к использованию креативных медиаплатформ на основе искусственного интеллекта, а также в определении их влияния на учебную активность, академическую успеваемость и формирование цифровых компетенций. Исследование выполнено с использованием количественного подхода. Сбор эмпирических данных осуществлялся посредством онлайн-анкетирования студентов бакалавриата высших учебных заведений. Полученные данные были обработаны и проанализированы с применением методов*

описательной статистики. Результаты исследования показали, что большинство студентов рассматривают ИИ-платформы как эффективный инструмент повышения академической продуктивности, усиления учебной мотивации и развития совместной образовательной деятельности. Вместе с тем участники исследования выразили обеспокоенность вопросами соблюдения принципов академической добросовестности, чрезмерной зависимостью от контента, создаваемого искусственным интеллектом, а также недостаточным уровнем цифровой грамотности. Сделан вывод о том, что успешная интеграция технологий искусственного интеллекта в систему высшего образования требует разработки комплексной институциональной политики, постоянного повышения квалификации профессорско-преподавательского состава и формирования культуры ответственного и этичного использования ИИ. Полученные результаты вносят вклад в развитие научных исследований в области образования, основанного на искусственном интеллекте, и имеют практическое значение для преподавателей, руководителей образовательных учреждений и разработчиков образовательной политики, ориентированных на создание инновационной и студентоцентрированной образовательной среды.

**Ключевые
слова**

Искусственный интеллект, креативные медиаплатформы, высшее образование, цифровое обучение, взгляд студентов, академическое письмо, цифровая грамотность, образовательные технологии

Introduction

The rapid digital transformation of higher education has significantly altered the ways knowledge is created, delivered, and assessed. Among the most influential technological innovations of the last decade are artificial intelligence (AI) technologies and creative media platforms, both of which have reshaped teaching practices and students' learning experiences. AI-powered systems, particularly generative AI tools such as ChatGPT, Google Gemini, Microsoft Copilot, and Claude AI, enable learners to generate ideas, receive immediate feedback, summarize information, and improve academic writing with unprecedented efficiency (Kasneci et al., 2023). Simultaneously, creative media platforms including YouTube, Canva, Padlet, podcasts, interactive video environments, and collaborative digital workspaces have

transformed passive learners into active creators of educational content (Holmes et al., 2022).

The increasing adoption of these technologies reflects broader changes associated with Education 4.0, where learning environments emphasize personalization, collaboration, creativity, and lifelong learning. Rather than functioning solely as repositories of information, universities are evolving into digitally connected ecosystems that encourage innovation through technology-enhanced pedagogy (Zawacki-Richter et al., 2019). Within this context, AI is no longer viewed merely as an automated technological tool but as an intelligent educational assistant capable of supporting students throughout the learning process.

Creative media platforms complement AI technologies by facilitating multimedia

communication, collaborative knowledge construction, and project-based learning. These platforms encourage students to create digital stories, presentations, infographics, podcasts, and videos that promote deeper conceptual understanding while simultaneously developing communication and critical thinking skills. According to Jenkins et al. (2009), participatory digital environments enable learners to become producers rather than passive consumers of knowledge, fostering greater engagement and creativity.

The emergence of generative AI has further expanded these opportunities. AI-assisted writing systems can recommend vocabulary, improve grammatical accuracy, generate outlines, and provide personalized feedback during the writing process. Such capabilities are particularly valuable for English language learners and university students engaged in academic writing (Dwivedi et al., 2023). Nevertheless, alongside these educational benefits, AI adoption has generated considerable debate concerning academic honesty, ethical responsibility, data privacy, algorithmic bias, and students' dependence on machine-generated content (UNESCO, 2023).

Recent international studies suggest that while students generally demonstrate positive attitudes toward AI-supported learning environments, many institutions remain insufficiently prepared to establish comprehensive policies regulating AI use in education (Crompton & Burke, 2023). Furthermore, teachers frequently report inadequate professional preparation for integrating AI technologies into classroom instruction, limiting their ability to exploit the full pedagogical potential of these innovations (Luckin, 2018).

From a theoretical perspective, this study is grounded in constructivist learning theory, connectivism, and the Technology Acceptance Model (TAM). Constructivist theory emphasizes active knowledge construction through

authentic learning experiences (Vygotsky, 1978), whereas connectivism argues that learning increasingly occurs through digital networks and technology-mediated interactions (Siemens, 2005). Meanwhile, the Technology Acceptance Model explains users' willingness to adopt educational technologies based on perceived usefulness and perceived ease of use (Davis, 1989). Together, these frameworks provide a comprehensive lens for understanding students' perceptions of AI-enhanced creative media platforms.

Despite the growing number of publications examining AI in education, relatively few studies have explored the combined influence of artificial intelligence and creative media platforms from students' perspectives, particularly within higher education contexts in developing countries. Most previous research has investigated either AI applications or digital media independently, leaving a significant gap regarding their integrated pedagogical value. Addressing this gap is essential as universities continue implementing digital transformation strategies aimed at improving learning quality, student engagement, and graduate competencies.

Therefore, the present study seeks to investigate university students' perceptions of AI-enhanced creative media platforms and evaluate their influence on learning motivation, digital competence, collaboration, and academic writing development. Specifically, the study addresses the following research questions:

1. How do students perceive the educational effectiveness of AI-supported creative media platforms?
2. What benefits and challenges do students associate with the integration of AI into higher education?
3. How can higher education institutions promote the responsible and effective use of AI technologies to improve teaching and learning outcomes?

The findings are expected to contribute to the growing discourse on artificial intelligence in higher education and provide evidence-based recommendations for educators, institutional leaders, and policymakers aiming to develop innovative, ethical, and student-centered digital learning environments.

Methods

This study employed a *quantitative descriptive research design* to investigate university students' perceptions of artificial intelligence (AI)-enhanced creative media platforms in higher education. A quantitative approach was considered appropriate because it enabled the systematic collection and statistical analysis of students' opinions regarding the educational value, usability, and challenges associated with AI-supported learning technologies (Creswell & Creswell, 2023). The study focused on identifying patterns of students' experiences rather than establishing causal relationships.

Participants

The participants consisted of 218 undergraduate students enrolled in English language education and teacher education programs at three public universities in Uzbekistan. Participants were selected using convenience sampling, as they had prior experience using AI-powered educational applications and creative media platforms during their academic studies. Among the respondents, 61% were female and 39% were male, with ages ranging from 18 to 24 years. Most participants reported using AI technologies at least several times per week for academic purposes.

Research Instrument

Data were collected through a structured online questionnaire developed after reviewing previous studies on AI adoption in education (Kasneci et al., 2023; Crompton & Burke, 2023). The questionnaire consisted of two sections. The first section collected demographic information, while the second included 20 *Likert-scale items measuring four dimensions*:

- perceived usefulness of AI-enhanced creative media platforms;
- learning engagement and motivation;
- academic writing and digital literacy development;
- perceived challenges and ethical concerns.

Responses were measured using a *five-point Likert scale*, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

To ensure content validity, the questionnaire was reviewed by three experts in educational technology and applied linguistics. Internal consistency analysis produced a Cronbach's alpha coefficient of 0.91, indicating excellent reliability (Taber, 2018).

Data Collection Procedure

Data collection was conducted during the Spring 2025 academic semester using Google Forms. Participation was voluntary, and informed consent was obtained before respondents completed the questionnaire. Participants were informed that their responses would remain anonymous and would be used exclusively for research purposes in accordance with ethical principles for educational research (BERA, 2024).

Data Analysis

The collected data were analyzed using *IBM SPSS Statistics (Version 29)*. Descriptive statistical techniques, including frequencies, percentages, means, and standard deviations, were employed to summarize students' responses. Mean scores were interpreted according to the following scale:

- 4.21–5.00 = *Very High*
- 3.41–4.20 = *High*
- 2.61–3.40 = *Moderate*
- 1.81–2.60 = *Low*
- 1.00–1.80 = *Very Low*

Descriptive analysis was considered sufficient because the study primarily sought to describe students' perceptions rather than test complex statistical relationships.

Results

The findings demonstrate that students generally expressed positive attitudes toward

integrating artificial intelligence with creative media platforms in higher education. Table 1

summarizes the descriptive statistics for the principal variables.

Statement	Mean	SD	Interpretation
AI improves learning motivation.	4.47	0.61	Very High
AI supports academic writing.	4.51	0.58	Very High
Creative media platforms increase classroom engagement.	4.43	0.65	Very High
AI facilitates collaborative learning.	4.29	0.72	Very High
AI enhances digital literacy skills.	4.39	0.67	Very High
AI saves study time.	4.62	0.56	Very High
AI encourages independent learning.	4.36	0.69	Very High
AI raises ethical concerns.	3.92	0.81	High

Table 1. *Students' Perceptions of AI-Enhanced Creative Media Platforms (n = 218)*

The highest-rated statement was “AI saves study time” (M = 4.62), indicating that students primarily value AI technologies for improving efficiency during academic tasks. Likewise, respondents strongly agreed that AI significantly supports academic writing (M = 4.51) by assisting with grammar correction, idea generation, vocabulary enhancement, and text organization. These findings are consistent with previous studies reporting that generative AI substantially improves writing productivity and learning efficiency (Dwivedi et al., 2023; Kasneci et al., 2023).

Students also demonstrated highly positive perceptions regarding AI's contribution to learning motivation (M = 4.47) and classroom engagement (M = 4.43). Many respondents believed that combining AI applications with creative media platforms such as Canva, Padlet, YouTube, and collaborative digital workspaces made learning more interactive and enjoyable. These findings support constructivist learning theory, which emphasizes active participation in knowledge construction through meaningful learning experiences (Vygotsky, 1978).

Another notable finding concerns digital literacy development. Participants reported that AI-assisted learning environments improved their ability to evaluate information,

organize digital content, and utilize multimedia communication effectively (M = 4.39). Students indicated that AI tools encouraged greater confidence in completing academic assignments independently while simultaneously strengthening their technological competencies required in modern workplaces.

Despite these positive perceptions, respondents acknowledged several important challenges. Ethical concerns received a relatively high mean score (M = 3.92), suggesting that students remain aware of potential risks associated with AI use. The most frequently mentioned concerns included plagiarism, overdependence on AI-generated content, misinformation, algorithmic bias, and uncertainty regarding authorship. These findings correspond with UNESCO's (2023) recommendations emphasizing responsible AI governance within educational institutions.

Overall, the results indicate that students perceive AI-enhanced creative media platforms as valuable educational resources that improve academic performance, foster engagement, and strengthen digital competencies. Nevertheless, successful implementation requires clear institutional policies, ethical guidelines, and continuous digital literacy education to maximize

educational benefits while minimizing potential risks.

Discussion

The findings of this study demonstrate that university students generally hold positive perceptions regarding the integration of artificial intelligence (AI) and creative media platforms into higher education. The results indicate that AI-supported educational technologies enhance learning motivation, improve academic writing, strengthen digital literacy, and promote collaborative learning. These findings support previous research suggesting that generative AI has become an important catalyst for educational innovation by enabling more personalized and learner-centered instructional environments (Rashidova, 2026).

One of the most significant findings concerns students' perceptions of AI as a facilitator of academic writing. Participants reported that AI-powered tools such as ChatGPT, Microsoft Copilot, Google Gemini, and Grammarly significantly improved their ability to organize ideas, generate academic vocabulary, revise texts, and identify grammatical errors. These findings correspond with Dwivedi et al. (2023), who argue that generative AI functions as an intelligent learning assistant capable of supporting different stages of the writing process. Similarly, Holmes et al. (2022) emphasize that AI technologies promote adaptive learning by providing immediate, individualized feedback that traditional instructional approaches often cannot deliver.

The positive influence of AI on learning engagement also deserves particular attention. Students perceived creative media platforms combined with AI applications as interactive learning environments that increased participation and encouraged independent learning. This finding aligns with constructivist learning theory, which maintains that meaningful learning occurs when students actively construct knowledge through authentic experiences (Vygotsky, 1978). Rather

than passively receiving information, learners become creators of digital content by producing presentations, videos, infographics, podcasts, and multimedia projects using AI-assisted technologies.

The findings are also consistent with *connectivism*, which views learning as the ability to establish and maintain knowledge networks through digital technologies (Siemens, 2005). AI-powered creative media platforms expand students' opportunities to collaborate, share knowledge, and solve problems within digital communities. Consequently, AI should not be regarded merely as an automation tool but as an integral component of modern learning ecosystems that facilitates communication, collaboration, and lifelong learning.

Another important outcome concerns the development of digital literacy. Participants believed that AI technologies enhanced their ability to evaluate information critically, communicate effectively through multimedia formats, and employ digital resources responsibly. These results support UNESCO's (2023) assertion that AI literacy has become an essential twenty-first-century competency. Universities therefore need to integrate AI literacy into curricula alongside information literacy, media literacy, and digital citizenship education.

Despite these educational benefits, the study also identified several challenges associated with AI implementation. Students expressed concerns regarding plagiarism, excessive dependence on AI-generated content, inaccurate information, algorithmic bias, and ethical misuse. These concerns have likewise been identified in recent international studies (Crompton & Burke, 2023; UNESCO, 2023). If students rely excessively on AI without developing critical thinking or independent writing abilities, the educational value of AI may be significantly diminished. Therefore, higher education institutions should emphasize responsible AI use rather than unrestricted AI adoption.

The findings also highlight the importance of institutional readiness. Although students appear willing to embrace AI-supported learning, many universities still lack comprehensive policies governing AI integration, assessment practices, and academic integrity. Successful implementation therefore requires not only technological infrastructure but also continuous professional development for teachers, updated institutional regulations, and ethical frameworks that clearly define acceptable AI use in teaching and assessment (Holmes et al., 2022).

Overall, the present study suggests that AI-enhanced creative media platforms possess considerable potential to improve learning quality in higher education. However, their successful integration depends upon balancing technological innovation with ethical responsibility, pedagogical effectiveness, and institutional support. Future research should employ longitudinal and experimental research designs to investigate the long-term impact of AI-assisted learning on academic achievement, critical thinking, creativity, and writing competence across different educational contexts.

Conclusion

Artificial intelligence and creative media platforms are rapidly transforming higher education by creating more personalized, interactive, and student-centered learning

environments. The findings of this study demonstrate that students generally perceive AI-enhanced educational technologies as effective tools for improving academic writing, learning motivation, collaboration, and digital literacy. AI applications such as ChatGPT, Google Gemini, Microsoft Copilot, and Canva AI support students throughout the learning process by providing immediate feedback, facilitating idea generation, and enhancing academic productivity.

Nevertheless, the integration of AI also presents important ethical and pedagogical challenges. Concerns related to plagiarism, academic integrity, misinformation, algorithmic bias, and excessive dependence on AI-generated content highlight the need for responsible implementation. Universities should therefore establish comprehensive institutional policies, promote AI literacy, and provide continuous professional development opportunities for educators.

The study contributes to the growing literature on AI in higher education by demonstrating that AI-supported creative media platforms can significantly enhance learning outcomes when implemented within appropriate pedagogical and ethical frameworks. Future research should explore longitudinal effects of AI-assisted learning and examine differences across academic disciplines and educational settings.

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