



## Student Perspectives on the Ethics of Generative AI

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**Abstract:** Students are using generative AI to brainstorm ideas, better understand concepts, proofread their texts, and, in some cases, to complete assignments. Like others, students express concerns about generative AI providing inaccurate, fabricated, or unoriginal information and how use of generative AI will affect schooling and professional work (Bodnick, 2023; Svlurga & Natanson, 2023; Terry, 2023). At the same time, by “messing around” with generative AI systems, students are living the process of understanding the opportunities and the limits of these technologies (Leaver & Srdarov, 2023). The intellectual and experiential knowledge they are gaining through this process should be incorporated into discussions and actions around the ethics of generative AI in education. Yet current recommendations to address generative AI-driven academic integrity issues focus on one-way communication, encouraging instructors to learn about the academic integrity concerns, update their academic integrity policies, tell students about the concerns, and monitor student work for violations (Debby et al., 2023; Eke, 2023). In contrast, what could happen if instructors and administrators approach the arrival of generative AI as an opportunity to engage with students on deeper questions about learning (Kumar et al., under review; Warner, 2023)? Instructors across the humanities, social sciences, and STEM disciplines have developed lessons and assignments using generative AI systems that have spurred critical thinking among both students and instructors (Arena, 2023; Laquintano et al., 2023; McMurtrie, 2023b). Building on this momentum, we aim to explore how students are making sense of the ethics of generative AI.

Two research questions guide our pilot study:

1. How are undergraduate students using generative AI systems?
2. What factors influence undergraduate students’ judgment about what constitutes ethical use of generative AI systems?