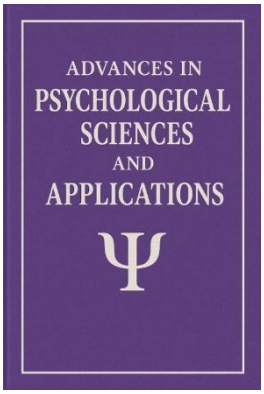
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Behavioral Changes in Education Triggered by AI Use

A Perspective Based on Human-Computer Interaction (HCI) Theory

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ABSTRACT

The emergence of artificial intelligence (AI) in education has significantly altered how students and teachers interact with technology and one another. This article examines behavioral changes resulting from the use of AI in educational settings through the lens of Human-Computer Interaction (HCI) theory. Using a conceptual approach, this paper proposes a framework that explores cognitive, social, affective, ethical, and professional dimensions in human-AI educational interactions. The analysis shows that AI promotes personalized learning and increases efficiency, yet introduces new challenges such as cognitive dependence, role shifts among educators, and ethical risks. The implications of this article are intended for curriculum designers, educators, and educational technology developers seeking to foster ethical, critical, and collaborative learning ecosystems.

Keywords
Academic Ethics
AI in Education
Behavioral Change
Digital Learning
Human-Computer Interaction

Article history
Received 1 April 2025
Revised 25 April 2025
Accepted 7 May 2025

APSA
Advances in Psychological Sciences and Applications

Vol. 1, No. 01, pp. 32-39

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journal.iistr.org/index.php/APSA
DOI: 10.56741/apsa.v1i01.990

Introduction

Artificial intelligence (AI) is rapidly transforming the educational landscape, reshaping how students and educators interact with learning materials, tools, and technologies. The integration of AI-driven systems such as intelligent learning platforms, chatbots,

recommendation systems, and writing assistants into everyday educational workflows is revolutionizing traditional methods of teaching and learning. These technologies are designed to optimize educational processes, providing personalized learning experiences, real-time feedback, and efficient administrative support [1][2]. As AI tools continue to evolve, it is imperative to understand their impact on human behavior within the educational context. Specifically, one key area of concern is how the use of AI influences the behaviors of both students and educators in terms of cognitive engagement, emotional responses, and ethical considerations. Exploring these shifts in behavior is essential for understanding the broader implications of AI on the educational experience. The present article seeks to answer this question by drawing on Human-Computer Interaction (HCI) theory, a framework that explores the relationships between people and digital systems, emphasizing the cognitive, emotional, and ethical dimensions of interaction [3][4].

In the context of HCI, human behavior is viewed through the lens of the interaction between users and technology, with a focus on how these interactions shape, and are shaped by, the cognitive processes involved in learning [5]. Educational technologies, powered by AI, are designed not only to assist in the acquisition of knowledge but also to actively influence the way in which information is processed and internalized by students. Research in this area highlights that AI-driven educational tools have the potential to reshape cognitive processes by providing tailored learning experiences that adapt to the individual needs and preferences of students [6][7]. For example, personalized learning platforms powered by AI can adjust the pace and difficulty of content delivery based on a student's performance, fostering a deeper and more personalized engagement with the material [8]. Additionally, AI-enabled chatbots and tutoring systems can provide immediate, on-demand assistance, reducing the cognitive load on students and allowing them to focus more on higher-order thinking and problem-solving [9]. These advancements are aligned with HCI theories that emphasize the importance of interaction design in facilitating meaningful and efficient learning experiences [10]. AI-based educational tools, by offering dynamic, personalized feedback, have the potential to significantly enhance cognitive engagement, thus altering how students approach learning tasks and manage cognitive load [11].

However, the integration of AI in education does not only influence cognitive aspects; it also has profound emotional and social implications. The way in which students and teachers emotionally respond to AI-driven systems is a critical area of inquiry within HCI, as emotional engagement plays a crucial role in learning motivation and success [12]. AI systems, particularly those that simulate human-like interactions, such as chatbots or virtual tutors, have been shown to evoke emotional responses from users, including feelings of comfort, frustration, or even attachment [13]. For instance, students interacting with AI-driven educational platforms may experience positive emotions when the system provides instant feedback or supports them in overcoming learning challenges [14]. On the other hand, frustrations may arise when the system

fails to meet expectations or lacks the nuance of human interaction [15]. Moreover, AI's role in social dynamics within the classroom is another important consideration. Educators and students alike may alter their behaviors based on their perceptions of AI's role in the learning environment. Teachers might rely more heavily on AI tools for grading and administrative tasks, potentially reducing face-to-face interaction with students [16]. Students may, in turn, develop more autonomous learning behaviors, depending on the level of AI integration [17]. HCI research highlights that these emotional and social shifts are not only a byproduct of AI's presence but also a reflection of the broader cultural changes that accompany technological advancement in education [18]. Understanding these emotional responses and social dynamics is essential for ensuring that AI technologies contribute positively to the learning environment.

Furthermore, the ethical implications of AI use in education cannot be ignored, as these technologies raise critical questions about privacy, bias, and fairness [19]. The use of AI in education introduces new challenges regarding data collection and the ethical handling of sensitive student information. AI systems often rely on vast amounts of data to personalize learning experiences, raising concerns about the privacy and security of this data [20]. Moreover, AI algorithms may unintentionally reinforce biases that exist in educational contexts, leading to disparities in learning outcomes [21]. For example, recommendation systems may inadvertently prioritize certain learning resources over others based on biased data, creating inequities in educational access and opportunities [22]. Additionally, AI-driven grading systems, if not carefully designed, may perpetuate existing biases in assessment methods, potentially affecting students' academic performance and future opportunities [23]. These ethical concerns are central to the broader discussion of HCI in education, as they underscore the need for careful consideration of the moral and social implications of AI technologies. As the use of AI in education expands, it is crucial that developers, educators, and policymakers work collaboratively to ensure that these systems are implemented in ways that are fair, transparent, and respectful of students' rights [24].

In summary, the integration of AI into educational settings is triggering significant behavioral changes in both students and educators. By applying HCI theory, we can better understand how AI influences cognitive, emotional, and ethical dimensions of learning and teaching. The personalized, adaptive nature of AI technologies offers new opportunities for enhancing cognitive engagement and improving learning outcomes. However, these advancements must be balanced with careful consideration of the emotional and social effects of AI on users, as well as the ethical challenges surrounding privacy and fairness. As AI continues to shape the future of education, it is essential that we remain mindful of its implications on human behavior and work toward fostering positive, equitable learning environments for all.

Material and Methods

AI is applied in various educational areas, from adaptive learning to automated grading, intelligent tutoring systems, and AI-powered writing assistants. While AI improves personalization and efficiency [8], it also raises concerns about cognitive development, social behavior, and academic integrity.

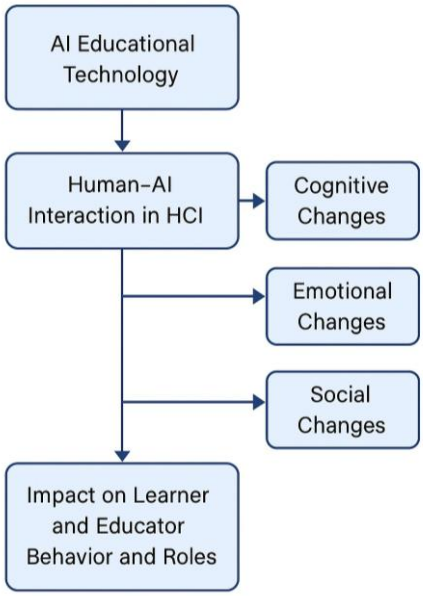


Fig. 1. The Conceptual Framework

This article proposes a conceptual framework to understand behavioral changes caused by AI use in education, drawing from five key dimensions of HCI. See Table 1 for the five dimensions of HCI.

Table 1. Five key dimensions of HCI

Dimension	Related HCI Theory	Behavioral Change
Cognitive	Distributed Cognition, Automation Bias	Dependence on AI; reduced independent learning efforts
Social	CASA	Altered perception of authority—students trust AI over teachers
Affective	Affective Computing	Preference for AI interaction over human interaction
Ethical	Socio-technical HCI	Rise in AI-assisted plagiarism; ethical dilemmas
Professional	Human-AI Collaboration	Educator roles shift from content delivery to facilitation and moral guidance

Results and Discussion

A. Impact on Students

The use of AI in education is reshaping the learning experience for students. AI-powered systems, such as intelligent tutoring systems, chatbots, and adaptive learning platforms, allow students to access personalized support at any time, which can significantly influence how they engage with learning material. As AI tools offer real-time feedback and instant assistance, they

can reduce the cognitive load on students, particularly for those struggling with difficult concepts or time constraints. However, this ease of access to AI-driven help may inadvertently shift learning from an active exploration process to passive consumption of information. For instance, students might rely on AI for completing assignments or writing essays without fully understanding the underlying concepts, potentially hindering their development of critical thinking and problem-solving skills [2][3].

Moreover, AI can provide invaluable support to shy or struggling students who might otherwise hesitate to participate in traditional classroom discussions. By offering a non-judgmental, private space for inquiry, AI tools empower these students to ask questions and seek clarification without fear of embarrassment. This personalized learning approach helps students feel more comfortable and engaged in their studies, fostering a positive learning environment for those who might otherwise be left behind. Additionally, AI's ability to adapt content delivery to individual learning speeds and styles makes education more inclusive, catering to students with diverse abilities and learning preferences [6]. Despite these benefits, there remains a risk that AI could make some students overly dependent on technology, which may limit their ability to independently solve problems or engage in collaborative learning experiences.

B. Impact on Teachers

The integration of AI into education is not only affecting students but also transforming the role of educators. As AI systems increasingly handle tasks such as content delivery, grading, and providing personalized feedback, teachers are being required to evolve into new roles that extend beyond traditional instruction. In this new paradigm, educators become facilitators, moderators, and ethical mentors, guiding students in how to effectively use AI tools while also fostering critical thinking and ethical decision-making. Teachers are now expected to integrate AI into their pedagogical practices, requiring them to develop new competencies in digital literacy, AI understanding, and pedagogical design to effectively incorporate AI into their teaching methods [4][9].

With AI performing routine tasks like grading or administering tests, teachers have more time to focus on higher-level interactions with students, such as offering guidance on complex subjects or engaging in more personalized teaching methods. However, this shift also places pressure on teachers to ensure that AI tools are used ethically and equitably, considering potential biases or issues related to data privacy and fairness. Furthermore, educators must balance the use of AI with human connection, as over-reliance on AI may diminish the personal relationship that is often vital to fostering student motivation and engagement. Teachers must also guide students on ethical concerns related to AI use, such as AI-facilitated plagiarism or the manipulation of academic performance, and ensure that technology is used to enhance learning rather than undermine it [8][11].

C. Ethical Considerations

The rise of AI in education raises critical ethical concerns that must be addressed to ensure its responsible use. One of the most pressing ethical challenges is AI-facilitated plagiarism. As AI systems, such as AI writing assistants and content generators, become increasingly sophisticated, students may use them to complete assignments without fully engaging in the learning process, thus undermining academic integrity. To counteract this, educational institutions must evolve assessment systems to ensure that they effectively distinguish between original student work and AI-generated content. This might include the development of tools that can detect AI involvement in student submissions and a stronger emphasis on process-based assessments that require students to demonstrate their learning journey [13][14].

Another significant ethical issue is data privacy. AI systems in education often rely on vast amounts of personal data, such as student performance, preferences, and behavioral patterns, to personalize learning experiences. While this data can enhance the learning process, it also raises concerns about how student data is stored, used, and protected. Educators and institutions must adhere to strict data protection regulations and ensure that students' privacy is respected. Furthermore, AI systems might inadvertently perpetuate biases present in their training data, leading to inequities in student assessments or learning recommendations. AI algorithms may reinforce stereotypes or provide biased recommendations that affect students' academic opportunities or outcomes. To mitigate this risk, developers must design AI systems that are transparent, accountable, and regularly audited for fairness and equity in their outputs [5][17].

Finally, the potential for AI manipulation of academic performance is a growing concern. AI can be exploited to artificially enhance student grades or academic achievements, which undermines the authenticity of educational assessments. To prevent such manipulation, institutions must ensure that AI systems used for assessment are secure, tamper-proof, and continuously monitored for fairness. This requires a concerted effort by educators, policymakers, and AI developers to create robust systems that prioritize integrity and fairness in academic evaluations [8][19].

Conclusion

AI is fundamentally reshaping educational behaviors across cognitive, emotional, social, and ethical dimensions. From a Human-Computer Interaction (HCI) perspective, these changes include a growing dependence on automation, which can affect students' problem-solving and critical thinking abilities. Emotionally, AI is becoming a companion in the learning process, offering personalized support but potentially reducing face-to-face interactions that foster deep human connection. Socially, trust in AI as a reliable resource competes with the traditional authority of teachers, challenging the roles educators play in the classroom. Ethically, concerns

over academic integrity, data privacy, and bias in AI systems persist. To address these shifts, educational stakeholders must implement inclusive policies that foster equitable access to AI technologies. Teachers should be trained in AI-supported pedagogy, emphasizing reflective, collaborative, and ethical learning practices to ensure AI enhances, rather than detracts from, meaningful educational experiences.

Conflict of Interest

The authors declare that there is no conflict of interest.

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