

## **When Students Consult AI First: Redefining the Essential Role of Lecturers in Modern Higher Education**

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### **ABSTRACT**

The increasing use of generative artificial intelligence, or AI, particularly ChatGPT, in higher education has raised questions about how students seek academic assistance and how lecturers should adapt their teaching practices. This literature review examines how students' reliance on AI relates to the changing role of lecturers and how lecturers can respond to students' growing use of these tools. Guided by the PRISMA two thousand twenty reporting framework, the review employed a structured literature search of Google Scholar, Scopus, Web of Science, and ScienceDirect for peer-reviewed journal articles published between two thousand twenty-three and two thousand twenty-four. Six articles were selected and analyzed using qualitative thematic synthesis. The analysis identified three overarching themes: students' reliance on AI and its implications for lecturers' roles; students' and educators' perceptions of the benefits and challenges of AI-supported learning; and pedagogical, ethical, and institutional strategies for responsible AI integration. The synthesis indicates that AI can provide immediate explanations and support academic tasks, but its use also raises concerns about overreliance, critical evaluation of AI-generated information, academic integrity, assessment validity, and meaningful student to lecturer interaction. These findings suggest that lecturers need to extend their roles beyond knowledge delivery by facilitating critical thinking, guiding ethical AI use, designing assessments that demonstrate students' independent understanding, and maintaining meaningful academic relationships. Lecturers can respond effectively by understanding students' purposes for using AI, establishing transparent guidelines, and integrating AI literacy into learning activities, supported by institutional policies and professional development. However, the reviewed evidence does not establish a direct causal relationship between students asking AI before lecturers and changes in lecturers' roles. The review concludes that effective AI integration depends on pedagogical guidance, critical engagement, and the preservation of meaningful human interaction in higher education.

**Keywords:** artificial intelligence, ChatGPT, higher education, lecturers' roles, qualitative thematic synthesis

### **INTRODUCTION**

Artificial intelligence (AI) has increasingly become important in higher education and is changing the way students access information, complete learning activities, and seek academic assistance. AI refers to technologies that can perform tasks that normally require human intelligence, such as providing information, generating responses, and supporting problem-solving. Tools such as ChatGPT have become increasingly accessible to university students and can provide quick explanations, feedback, ideas, and learning support. As a result, students may increasingly choose to ask AI before seeking assistance from lecturers. Stojanov et al. (2024) found that university students show different levels of reliance on ChatGPT for learning activities. This situation makes it important to examine how students' increasing reliance on AI may influence the role of lecturers in university learning.

Previous studies have examined AI and ChatGPT in higher education from different perspectives. Baig and Yadegaridehkordi (2024) conducted a systematic literature review of research on ChatGPT in higher education and found that previous research involved students, academic staff, researchers, and other users. Stojanov et al. (2024) also examined university students' reliance on ChatGPT and identified different patterns of reliance in learning activities. However, there is still a need to examine more specifically how students' tendency to ask AI before lecturers may affect the changing role of lecturers in university learning. In addition, lecturers need to understand why students increasingly rely on AI and how they can respond to this development while maintaining their role in providing academic guidance and support.

Therefore, this literature review aims to examine how students' reliance on AI affects the changing role of lecturers in university learning and how lecturers can understand and respond to students' increasing reliance on AI. This review synthesizes findings from relevant studies to identify common findings, differences, and themes related to students' use of AI and the role of lecturers. Specifically, this review addresses the following research questions:

1. How does students' reliance on AI affect the changing role of lecturers in university learning?
2. How can lecturers understand and respond to students' increasing reliance on AI?

## LITERATURE REVIEW

### Generative AI as a learning resource and a fallible knowledge system

Generative AI can support learning by explaining concepts in alternative ways, generating examples, assisting with language, and enabling iterative practice. These affordances may be especially useful when students need low-stakes clarification outside class hours (Kasneci et al., 2023; Labadze et al., 2023; Hasanein & Sobaih, 2023). Students' positive perceptions, however, should not be equated with demonstrated learning gains. A system can produce plausible prose without reliably distinguishing supported claims from errors, and its outputs reflect limitations in training data, prompting, and model design (Bender et al., 2021; Tlili et al., 2023). Consequently, AI output is better understood as a provisional resource to be checked than as an authoritative answer. This distinction shifts the educational task from simply accessing information to evaluating evidence, reasoning, and source quality.

### Student reliance, agency, and the conditions of learning

Reliance is not a single behaviour. Students may use AI to brainstorm, translate, obtain feedback, clarify difficult material, draft text, or complete work with limited independent contribution. Stojanov et al. (2024) identify different patterns of self-reported reliance, supporting a differentiated rather than uniform account of student behaviour. Student perspectives also show that acceptance of GenAI coexists with uncertainty about appropriate use and academic integrity (Johnston et al., 2024; Chan & Hu, 2023). The educational issue is therefore not simply whether students use AI, but whether the use strengthens or displaces the cognitive activity that a task is intended to develop. Where AI removes productive effort, students may submit polished outputs without acquiring the underlying knowledge; where AI is used to test understanding, compare explanations, or obtain formative feedback, it may support active learning. These possibilities depend on task design, learner expertise, transparency, and the quality of guidance.

## Lecturer roles, assessment, and human relationships

AI in education predates ChatGPT, but reviews of earlier educational AI research have noted that the field has often emphasized technical applications more than educators' perspectives and pedagogical implications (Zawacki-Richter et al., 2019). Current GenAI scholarship expands the discussion to assessment design, authorship, institutional policy, and professional learning (Baig & Yadegaridehkordi, 2024; Yusuf et al., 2024). Educators' accounts indicate that AI availability can prompt changes to assessment and raise questions about the support institutions provide to staff (Lee et al., 2024). Academic integrity guidance consequently needs to distinguish between legitimate assistance and misrepresentation, rather than relying solely on detection or blanket prohibition (Cotton et al., 2024; Perkins, 2023).

A further concern is that efficient digital assistance may alter opportunities for dialogue. Human teaching involves disciplinary judgment, responsiveness to students' circumstances, feedback, encouragement, and the ethical interpretation of knowledge—functions not reducible to producing a correct-looking answer. Research and policy discussions therefore increasingly frame AI as a tool to be governed and pedagogically integrated, not as an automatic substitute for teachers (Holmes et al., 2019; UNESCO, 2023). The present review builds on these strands by connecting student reliance to four interdependent lecturer functions: learning design, critical mediation, ethical stewardship, and relational support. These functions organize the discussion and provide a direct basis for answering the two research questions.

## METHODS

### Literature Search

This study employed a structured literature review to examine how students' increasing reliance on artificial intelligence (AI), particularly generative AI tools such as ChatGPT, influences the role of lecturers in higher education and how lecturers can respond to this development. The review process was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework to support transparent reporting of the identification, screening, eligibility assessment, and inclusion of relevant studies (Page et al., 2021).

The literature search focused on peer-reviewed journal articles published between January 2023 and December 2024. This period was selected to capture research addressing the emergence and growing use of generative AI in higher education, including empirical studies and literature reviews published during 2023 and 2024. Searches were conducted using Google Scholar to identify relevant publications.

The search strategy combined keywords and phrases related to AI use in higher education, student reliance, learning practices, and the role of lecturers. The search terms included "students' reliance on AI," "ChatGPT in higher education," "generative AI and student learning," "AI and lecturers," "role of lecturers in AI-supported learning," and "AI-supported learning." Where supported by the database, Boolean operators were used to combine related terms and refine the search results.

The search results were compiled for screening, and duplicate records were identified for removal before

eligibility assessment. The titles and abstracts of the remaining records were examined against the predefined inclusion and exclusion criteria. Publications considered potentially relevant were then assessed through full-text review. The selection process followed the identification, screening, eligibility, and inclusion stages outlined in PRISMA 2020. The final review included six journal articles published between 2023 and 2024, which served as the evidence base for answering the research questions.

## Selection Criteria

Studies were selected according to predefined inclusion and exclusion criteria to maintain consistency between the literature selection process and the objectives of the review.

The inclusion criteria were as follows: (1) the publication was a peer-reviewed journal article published between January 2023 and December 2024; (2) the article was written in English; (3) the full text was accessible for examination; (4) the study addressed the use, perceptions, or reliance on generative AI, particularly ChatGPT, in higher education; and (5) the findings provided relevant evidence concerning students' learning practices, the changing role of lecturers, academic guidance, assessment, academic integrity, or responsible AI use in educational settings. Both empirical studies and literature reviews were eligible when they contributed directly to the research questions.

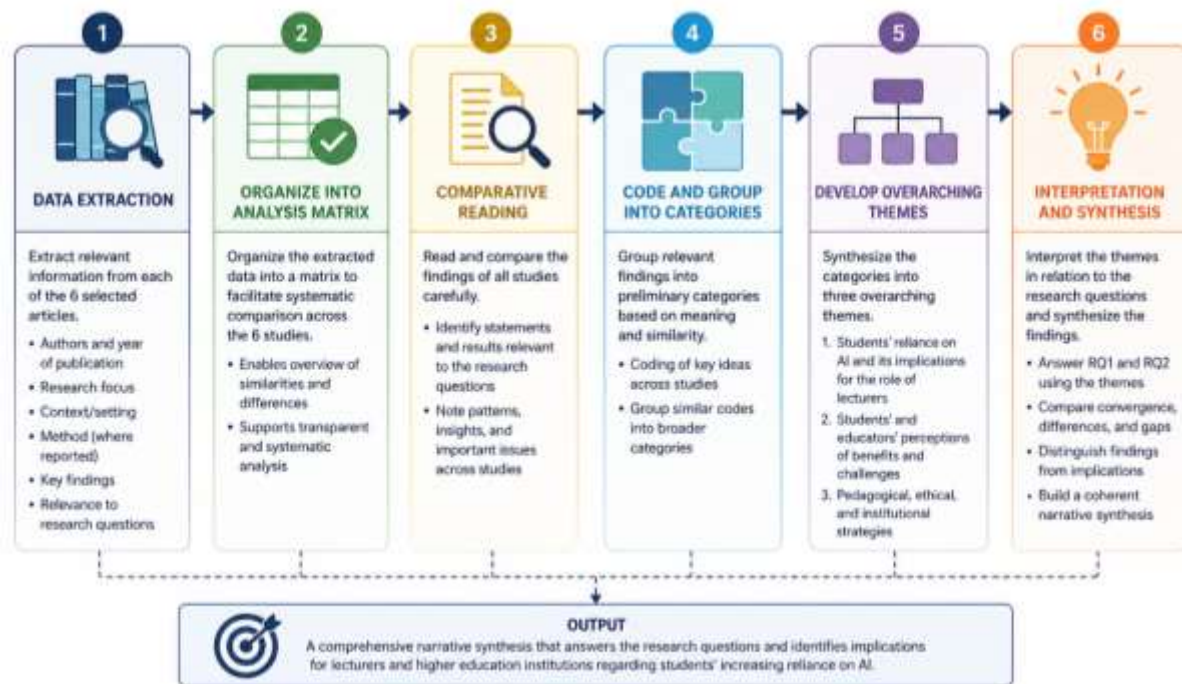
Articles were excluded if they were published outside the specified period, were not peer-reviewed journal articles, were unavailable in full text, or focused on AI applications unrelated to higher education learning and teaching. Studies that discussed AI in general but did not provide relevant findings concerning students' learning practices or lecturers' roles were also excluded.

Following the screening and eligibility assessment, six articles met the review's inclusion criteria. These comprised studies by Barrett and Pack (2023), Chan and Hu (2023), Baig and Yadegaridehkordi (2024), Lee et al. (2024), Stojanov et al. (2024), and Yakin and Wirza (2024). The selected articles examined complementary dimensions of generative AI in higher education, including student reliance, student and educator perceptions, teaching practices, academic integrity, and the challenges of responsible AI integration.

The selection process was organized according to PRISMA 2020 reporting principles. The numbers of records identified, duplicates removed, records screened, full-text articles assessed, and studies excluded at each stage should be reported in the PRISMA flow diagram using the actual search and screening records. The six included studies represent the final evidence base for the present review.

## Data Analysis

The selected articles were analyzed using a qualitative thematic synthesis approach. This approach enabled the researchers to compare findings across studies, identify recurring patterns, examine differences in perspectives, and develop an integrated interpretation of how student reliance on AI relates to the changing role of lecturers in higher education.



Note: This data analysis process follows a qualitative thematic synthesis approach and is aligned with the PRISMA 2020 framework for transparent reporting.

Figure 1. Data Analysis Steps

First, the researchers extracted relevant information from each article, including the authors and publication year, research focus, study context, methodological approach where reported, principal findings, and relevance to the research questions. The extracted information was organized into a literature analysis matrix to facilitate systematic comparison across the six selected studies.

Second, the researchers conducted a comparative reading of the extracted findings. Statements and results relevant to the research questions were identified and grouped into preliminary categories. These categories were then synthesized into three overarching themes: (1) students' reliance on AI and its implications for the role of lecturers; (2) students' and educators' perceptions of the benefits and challenges of AI-supported learning; and (3) pedagogical, ethical, and institutional strategies for responding to students' increasing use of AI.

Third, the researchers interpreted the themes in relation to the two research questions. For the first research question, the analysis examined how the availability and use of AI may reshape lecturers' responsibilities in facilitating learning, supporting critical thinking, designing assessments, and maintaining meaningful academic interaction. For the second research question, the analysis focused on how lecturers can understand students' reasons for using AI and respond through AI literacy development, transparent guidelines, assessment redesign, and continued academic guidance.

Finally, the findings were synthesized narratively by comparing areas of convergence, differences, and gaps across the selected studies. The interpretation distinguished findings directly reported by the reviewed studies from implications developed through the researchers' synthesis. Because the six articles examined different aspects of AI use and did not all directly investigate whether students ask AI before consulting lecturers, the review did not treat the relationship between AI reliance and changes in lecturers' roles as an

established causal effect. Instead, it interpreted this relationship as a developing educational phenomenon supported by related empirical findings and previous literature.

The synthesis provided the basis for answering both research questions and identifying implications for lecturers and higher education institutions. The findings were subsequently organized into the Results and Discussion section, with attention to the educational opportunities, limitations, and ethical considerations associated with integrating generative AI into university teaching and learning.

## RESULT AND DISCUSSION

### General Organization of the Paper

This section presents the literature analysis and discussion of previous studies related to students' reliance on artificial intelligence (AI) in higher education. The discussion focuses on two main issues: how students' reliance on AI affects the changing role of lecturers and how lecturers can understand and respond to students' increasing reliance on AI. The selected studies are compared to identify similarities, differences, and implications for university learning.

**Table 1.** Literature Analysis

| No. | Author & Year                    | Research Focus                                               | Context                                    | Main Finding                                                                                                                                                                                       | Related RQ |
|-----|----------------------------------|--------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1   | Stojanov et al. (2024)           | Students' self-reported reliance on ChatGPT for learning     | University students                        | Students showed different patterns of reliance on ChatGPT. This indicates that students do not all use AI in the same way or for the same purposes.                                                | RQ1, RQ2   |
| 2   | Baig and Yadegaridehkordi (2024) | Systematic review of ChatGPT research in higher education    | Review of 57 studies                       | The review identified a broad range of ChatGPT-related research involving students, academic staff, researchers, and non-academic users. It also highlighted challenges and future research needs. | RQ1, RQ2   |
| 3   | Lee et al. (2024)                | Educators' perspectives on generative AI in higher education | Teaching staff at an Australian university | Educators expressed varied views about AI. The study identified concerns about                                                                                                                     | RQ1, RQ2   |



|   |                         |                                                                               |                                                                           |                                                                                                                                                                                                             |          |
|---|-------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|   |                         |                                                                               |                                                                           | academic integrity, changes to assessment, and the need for institutional support and guidance.                                                                                                             |          |
| 4 | Chan and Hu (2023)      | Students' perceptions of generative AI, including its benefits and challenges | 399 undergraduate and postgraduate students in Hong Kong                  | Students generally viewed generative AI positively while recognizing potential challenges in its use. The findings provide insight into students' expectations and experiences with AI in higher education. | RQ1, RQ2 |
| 5 | Yakin and Wirza (2024)  | Student and lecturer perspectives on ChatGPT use in higher education          | Qualitative comparative study involving student and lecturer perspectives | The study identified potential learning benefits alongside concerns about ethical use, overreliance, and reduced human interaction.                                                                         | RQ1, RQ2 |
| 6 | Barrett and Pack (2023) | Student and teacher perceptions of generative AI in academic writing          | Survey of 158 university students and 68 educators                        | The study found differences in perceptions of acceptable AI use and identified a need for clearer guidelines and better preparation for using AI in educational settings.                                   | RQ1, RQ2 |

*Note. RQ1 refers to how students' reliance on AI affects the changing role of lecturers. RQ2 refers to how lecturers can understand and respond to students' increasing reliance on AI.*

## Discussion

The literature points to a central distinction: access to AI is not equivalent to learning, and students' use of AI does not by itself demonstrate either productive learning or harmful dependence. The six studies in Table 1, read alongside broader research and guidance, suggest that student practices are heterogeneous and that educators face intertwined pedagogical, assessment, ethical, and relational questions. The discussion answers each research question while distinguishing reported findings from the implications inferred by this



review.

### 3.1 Findings for Research Question 1

RQ1: How does students' reliance on AI affect the changing role of lecturers in university learning?

First, student reliance may shift the lecturer's role from being the primary point of access to explanations toward being a designer and facilitator of learning. AI can offer immediate explanations and generate examples, while lecturers help students determine whether an explanation is conceptually sound, relevant to the discipline, and supported by evidence. This interpretation is consistent with research documenting the range of educational applications and opportunities associated with chatbots and GenAI (Kasneci et al., 2023; Labadze et al., 2023; Baig & Yadegaridehkordi, 2024). It does not mean that content knowledge becomes unimportant. Rather, disciplinary expertise becomes more visible through the lecturer's ability to diagnose misconceptions, frame meaningful questions, and explain why one answer is better supported than another.

Second, lecturers become mediators of critical inquiry and AI literacy. Students need to learn how to formulate prompts, compare alternative outputs, verify factual claims against credible sources, recognize uncertainty, and disclose AI assistance when required. Student perceptions of GenAI include both perceived benefits and concerns, which makes guided evaluation more educationally defensible than either uncritical acceptance or an undifferentiated ban (Chan & Hu, 2023; Johnston et al., 2024). Because fluent AI-generated language can conceal errors or unsupported claims, students should be assessed on the quality of their reasoning and evidence, not merely on the polish of the final text (Bender et al., 2021; UNESCO, 2023).

Third, AI availability places pressure on assessment design and the communication of academic standards. If an assignment can be completed by submitting an unverified AI output, the assessment may provide weak evidence of the student's own learning. This does not make every take-home assignment invalid; it means that assessment should make the learning process and the student's contribution more visible. Possible strategies include staged drafts, short oral explanations, in-class application, reflective notes on AI use, source verification, and tasks anchored in local or course-specific data. Educator research identifies assessment change and uncertainty about institutional support as significant issues, while academic integrity scholarship calls for clear and proportionate rules (Lee et al., 2024; Cotton et al., 2024; Perkins, 2023). These strategies should be selected according to learning outcomes rather than adopted as a universal checklist.

Fourth, the lecturer's role includes ethical stewardship and institutional interpretation. Students and lecturers may hold different assumptions about what counts as acceptable assistance; unclear expectations can therefore produce confusion as well as misconduct. Course-level rules should state which uses are permitted, which require acknowledgement, and which would misrepresent a student's independent work. They should also address privacy, sensitive data, bias, accessibility, and the possibility of fabricated references. Institution-level guidance and professional development are necessary because individual lecturers cannot resolve these issues consistently in isolation (Lee et al., 2024; UNESCO, 2023; Yusuf et al., 2024). This is a governance issue as much as a classroom-management issue.

Finally, the lecturer remains responsible for relational and developmental dimensions of education. AI may be convenient for low-stakes questions, but it cannot be assumed to provide the same contextual judgment, mutual accountability, care, and sustained relationship that a lecturer can provide. Research on educators' perspectives and broader AI-in-education scholarship supports a cautious, human-centred approach rather than treating technological capability as a reason to remove human guidance (Holmes et al., 2019; Lee et al., 2024; UNESCO, 2023). Thus, the most defensible answer to RQ1 is not that AI replaces lecturers, but that it changes the distribution of educational work: less emphasis on information delivery alone, and greater emphasis on designing learning, evaluating knowledge, supporting ethical judgment, and sustaining human interaction. This is a reasoned synthesis, not proof of a causal relationship between asking AI first and changes in lecturer roles.

### 3.2 Findings for Research Question 2

RQ2: How can lecturers understand and respond to students' increasing reliance on AI?

Lecturers should begin by investigating the function AI serves for their students rather than assuming that all use reflects laziness or dependence. Brief anonymous surveys, reflective prompts, class discussions, and consultations can reveal whether students use AI to understand concepts, overcome language barriers, brainstorm, obtain feedback, or produce assignments. This diagnostic approach is consistent with evidence that reliance and perceptions vary across students (Stojanov et al., 2024; Johnston et al., 2024). Responses can then be matched to learning needs: a student using AI to clarify terminology may need source-checking strategies, while a student outsourcing the central reasoning of an assignment may need redesigned tasks and explicit discussion of authorship.

Second, lecturers should teach verification as a routine academic practice. Students can be asked to identify the claims in an AI-generated response, locate credible sources for each key claim, correct inaccuracies, and explain which evidence supports their final position. Such activities position AI as an object of critical evaluation rather than an unquestioned authority. They also align with the broader recommendation that learners develop the capacity to assess the reliability and limitations of AI outputs (Kasneci et al., 2023; Tlili et al., 2023; UNESCO, 2023). In writing-intensive courses, students can submit a short process note explaining how AI was used, what was checked, and what decisions remained their own.

Third, lecturers need transparent, task-specific AI-use rules. A useful policy differentiates permitted support (for example, brainstorming or language feedback when allowed), conditional support (for example, generating a draft that must be critically revised and disclosed), and prohibited use (for example, submitting generated work as wholly independent when the task assesses unaided performance). These categories must be adapted to course outcomes and institutional policy. Clear communication is more defensible than relying only on AI detectors, whose results should not be treated as conclusive evidence of misconduct. Research on educator and student perspectives repeatedly highlights the need to clarify expectations and assessment practices (Barrett & Pack, 2023; Lee et al., 2024; Cotton et al., 2024).

Fourth, lecturers should preserve interaction and feedback as integral parts of learning. Scheduled consultation, discussion of alternative interpretations, oral follow-up questions, peer review, and feedback

on drafts help students experience the lecturer as a partner in inquiry rather than merely a source of answers. This matters especially when AI tools provide a frictionless route to a plausible response that may bypass the learner's need to articulate uncertainty or defend a judgment. Human interaction should not be preserved symbolically; it should be connected to course outcomes through dialogue, feedback, and opportunities to revise thinking.

Fifth, universities should provide a coherent enabling environment. Professional development needs to address practical classroom uses, prompt and output evaluation, assessment redesign, privacy, bias, accessibility, copyright, and academic integrity. Institutions should also communicate policy consistently across programs so that students are not required to navigate contradictory rules from one course to another. Systematic reviews identify a broad and rapidly developing field with continuing gaps in evidence and implementation, reinforcing the need for ongoing evaluation rather than one-time policy statements (Baig & Yadegaridehkordi, 2024; Yusuf et al., 2024).

In answer to RQ2, lecturers can respond through a coordinated sequence: understand students' purposes; teach critical AI literacy and verification; publish transparent task-specific rules; design assessments that reveal reasoning and learning processes; sustain human dialogue; and seek institutional support. These actions are complementary. Rules without teaching may encourage concealment; AI literacy without assessment alignment may not change practice; and assessment redesign without institutional consistency may create inequity. A balanced response treats students as developing agents who need both clear boundaries and opportunities to learn responsible use.

### 3.3 Implications and Limitations

The synthesis suggests a practical framework with four mutually reinforcing lecturer functions: (1) learning architect—designs tasks in which AI use is aligned with explicit outcomes; (2) critical mediator—teaches students to test claims, compare sources, and explain reasoning; (3) ethical steward—clarifies authorship, disclosure, privacy, and responsible use; and (4) relational educator—provides feedback, dialogue, encouragement, and contextual judgment. This framework is an interpretive contribution of the present review, derived from the themes across the literature rather than a validated measurement model.

For institutions, the framework implies that AI integration should be evaluated not by adoption rates alone but by whether it supports learning outcomes, student agency, equitable access, academic integrity, and meaningful interaction. For lecturers, a useful guiding question is not simply "Can AI do this task?" but "What knowledge or capability is this task intended to develop, and what evidence would show that the student has developed it?" This question helps determine when AI use is appropriate, when it should be disclosed, and when an activity should be completed without it.

Several limitations qualify these conclusions. The source manuscript does not provide a reproducible search log, full screening counts, or a clearly documented final corpus beyond the six studies summarized in Table 1. The included studies also address different populations, contexts, and aspects of AI use; they do not all investigate the specific sequence of students asking AI before lecturers. Accordingly, the review cannot estimate the prevalence of this behaviour, establish causal effects, or determine which lecturer strategies are most effective. Before journal submission, the authors should complete the search dates, full search strings, screening numbers, and study-selection rationale, and should verify every reference against

the original publication. Future empirical work should investigate students' reasons for consulting AI first, compare disciplines and levels of study, and test whether interventions such as process-based assessment and AI-literacy instruction improve learning outcomes and student–lecturer engagement.

## CONCLUSION

This review examined how students' increasing reliance on artificial intelligence (AI), particularly ChatGPT, relates to the changing role of lecturers in higher education. The synthesis of six studies published between 2023 and 2024 indicates that students' use of generative AI presents both learning opportunities and pedagogical challenges. AI can provide immediate explanations, facilitate idea development, and support academic tasks; however, its availability also raises concerns about overreliance, the evaluation of AI-generated information, academic integrity, assessment validity, and the quality of student–lecturer interaction. These findings suggest that the role of lecturers should extend beyond delivering knowledge to designing meaningful learning experiences, facilitating critical evaluation, guiding ethical decision-making, and providing personalized academic support. Nevertheless, the reviewed evidence does not establish that students' tendency to ask AI before lecturers directly causes changes in lecturers' roles. Rather, it indicates that the growing availability of AI creates a compelling reason to reconsider how academic guidance and learning support are provided.

In response to the second research question, lecturers can address students' increasing reliance on AI by first understanding their purposes and patterns of use, then integrating AI literacy, source verification, transparent rules for AI-assisted work, and assessments that require students to demonstrate their reasoning and independent understanding. Equally important, lecturers should preserve opportunities for dialogue, consultation, and constructive feedback so that technological convenience does not displace meaningful human engagement in learning. Higher education institutions should support these efforts through clear AI-use policies and professional development for lecturers. The principal conclusion of this review is that effective AI integration depends not simply on whether students use AI, but on how its use is guided, evaluated, and incorporated into educational practice. Because the synthesis is based on six studies from 2023–2024 and the available evidence does not directly establish the causal relationship between asking AI first and changes in lecturer roles, these conclusions should be interpreted within the scope of the selected literature. Future research should investigate students' reasons for approaching AI before lecturers and evaluate which pedagogical strategies best support critical thinking, academic independence, and meaningful student–lecturer relationships.

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