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Investigating the Strategies to Mitigate the Influence of AI Tools on Blackboard Evaluations

Dr. Khalid Adam Abdulrhman Fadul

King Saud bin Abdul Aziz University for Health Sciences, College of Science and Health Professions, Riyadh Post
Code 3111, KSA, Saudi Arabia

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Corresponding Author: **Dr. Khalid Adam Abdulrhman Fadul**

Abstract

This study investigates strategies to mitigate the influence of AI tools on Blackboard evaluations. The hypothesis suggests that extensive use of AI in evaluations raises concerns about academic dishonesty and assessment reliability. Students may exploit AI to create answers, undermining the validity of their work. Furthermore, depending too much on AI for feedback and grading can generate biases and inaccuracies, reducing assessment reliability. The aim of the study is to provide practical ways for addressing these difficulties and ensuring that AI technologies improve, rather than subtract from, the educational experience. The researcher used a questionnaire to gather perspectives from students and English language

instructors on the influence of AI tools on Blackboard evaluations. Key strategies include implementing advanced monitoring systems to detect and prevent academic dishonesty, combining AI tools with human oversight to balance feedback and grading, providing students with clear ethical guidelines for AI use, and updating AI algorithms on a regular basis to reduce biases and improve accuracy. Adopting these strategies allows educational institutions to benefit from AI tools in Blackboard evaluations while maintaining the integrity and reliability of assessments, leading to a more equitable and effective learning environment.

Keywords: Academic Dishonesty, AI Techniques, Assessment Reliability, Blackboard Evaluations

1. Introduction

As educational establishments utilize AI technologies more frequently, I will discuss broad inquiries concerning their application, effectiveness, and usability in the classroom. However, there is already a controversy concerning accuracy and fairness due to the substantial impact of AI on Blackboard assessments, a well-known online assessment platform. To stop these problems, educators and academic institutions must figure out how to make sure AI technologies do not treat students unfairly.

Keeping the use of your AI technologies open and legal is a wise strategy. Teachers ought to explain to students directly how AI is being used in their grades and the principles underlying the AI systems. This kind of openness fosters trust and improves students' understanding of the grading procedure. Furthermore, allowing students to offer input on how AI is performing can guarantee that any bias or errors are revealed, resulting in ongoing system improvement O'Connor, M., (2024) ^[7].

Another important strategy is to combine AI evaluations with human oversight. AI is capable of handling large data volumes, but human instructors are able to analyze critically and provide contextual information that AI cannot. By having teachers review AI-generated assessments, any errors or inconsistencies may be corrected, ensuring a more fair and unbiased assessment. This hybrid approach ultimately increases the reliability of Blackboard evaluations by leveraging the benefits of both AI and human judgment Saqr, R. R., Al-Somali, S. A., & Sarhan, M. Y. (2023) ^[9].

1.1. Statement of the Problem

The widespread use of AI algorithms in Blackboard assessments has raised concerns about academic dishonesty and assessment reliability. If students misuse artificial intelligence to generate answers, the validity of their work could be jeopardized. Furthermore, relying too much on AI for grading and feedback might lead to biases and mistakes. This study aims to identify workable solutions to mitigate these issues and ensure that AI tools enhance education rather than diminish it.

1.2 Objectives of the Study

1. To examine how AI techniques affect the accuracy of Blackboard assessments.
2. To determine possible hazards and difficulties related to the application of AI in evaluations.
3. To provide methods for reducing the adverse impact of AI tools on Blackboard assessments.

1.3 Research Questions

1. How do AI tools affect Blackboard evaluations' integrity?
2. What possible dangers and difficulties can arise from using AI in educational testing?
3. What measures can be taken to lessen the adverse effect that AI tools have on Blackboard assessments?

1.4 Hypotheses of the study

1. Implementing advanced monitoring systems to detect and prevent academic dishonesty will significantly reduce instances of students exploiting AI to create answers, thereby enhancing the validity of their work.
2. Combining AI tools with human oversight in feedback and grading processes will mitigate biases and inaccuracies, leading to more reliable and fair assessments on Blackboard.
3. Providing students with clear ethical guidelines for AI use and regularly updating AI algorithms will reduce biases and improve the accuracy of AI-generated feedback and grades, thereby maintaining the integrity and reliability of assessments.

1.5 Significance of the Study

This study is significant because it addresses the growing concern about the misuse of AI in educational assessments. By identifying and proposing mitigation strategies, the study aims to increase the reliability and fairness of Blackboard assessments. The findings will assist legislators, administrators, and educators in developing best practices and guidelines for the ethical use of AI in the classroom.

1.6 Limitations of the Study

This study exclusively examines the use of AI tools on the Blackboard platform, so its findings may not be relevant to other learning environments. Additionally, as the study is centered on higher education institutions, its applicability to primary or secondary education settings may be limited. The effectiveness of the proposed solutions could vary depending on the specific environment and implementation.

2. Literature Review

Artificial intelligence (AI) technologies have become indispensable in modern education due to their numerous benefits, which include better grading and personalized training. These services offer personalized feedback and support that enhances learning outcomes and may be tailored to each learner's needs^[13]. Bransen, 2024. To enable more targeted interventions, AI-powered platforms, for example, can analyze student performance data to identify areas that need more support. Miller (2023)^[18]. But because AI is being used in educational settings, particularly on platforms like Blackboard, concerns have been raised about the impartiality and precision of assessments (Forbes, 2025)^[14].

One major issue is the potential bias that AI systems can introduce into grading and evaluation processes. Depending on the data it was trained on, AI may inadvertently favor specific response patterns or exhibit biases, even if it can speed up grading by quickly analyzing large volumes of student work^[15]. This raises questions about the validity and objectivity of AI-generated grades, especially for exams with high stakes. Additionally, evaluating complex and nuanced student work requires human judgment, which may be diminished if assignments are graded by AI (Meakin, 2024)^[16].

Setting clear guidelines for the application of AI is a helpful tactic. Anthology claims in a whitepaper that academic integrity may be upheld by being open and honest about the use of AI tools in assessments. Teachers should properly explain the function of AI in evaluations, and students should be given the chance to comprehend and challenge the AI's findings. In addition to fostering trust, this method enables AI systems to be continuously enhanced in response to human input. T. O. Ganiyu (2025)^[2].

Another strategy is to instruct educators and learners on the responsible use of AI tools. By raising understanding of AI's potential and constraints, educational institutions can promote responsible use of these technologies (Meakin, 2024)^[16]. This means developing legislation to prevent misuse as well as clear guidelines for when and how AI tools should be used in assessments. The ultimate goal is to use AI's benefits while maintaining educational test equity and validity (Melbourne CSHE, 2024)^[17].

Additionally, the design of assessment tasks has a significant impact on reducing the impact of AI. According to Melbourne CSHE (2024), activities that incorporate real-world, context-specific assignments, require evaluative judgment, and emphasize process over outcome are less vulnerable to artificial intelligence manipulation^[17]. These strategies not only uphold academic integrity but also enhance student learning by encouraging a more thorough comprehension of the material (Rudolph *et al.*, 2023)^[19].

Using multiple assessments in addition to assessment design can yield a more comprehensive picture of student comprehension. In addition to regular essays and tests, incorporating oral interviews, group projects, and in-class assignments can deter the use of AI and ensure a more thorough evaluation of student success (Meakin, 2024)^[16]. In addition to assessing students' knowledge, this approach helps teachers assess how well they apply their information in a variety of situations (Bessette, 2023)^[20].

Including human supervision in AI-assisted evaluations is another essential tactic. Large data volumes can be handled effectively by AI systems, but they lack the sophisticated knowledge that human educators have. Any biases or mistakes can be found and fixed by combining the AI's assessments with human scrutiny. By utilizing the advantages of both AI and human judgment, this hybrid approach guarantees a more fair and balanced review process. T. O. Ganiyu (2025)^[2].

To reduce the possibility of AI abuse, assessment tasks must be redesigned. Ganiyu, T. O. (2025)^[2]. Because these are more difficult for AI systems to replicate, it is crucial to design activities that emphasize critical thinking, individual viewpoints, and self-reflection. By creating tests that need distinct and customized answers, teachers can lessen the possibility that students will use artificial intelligence (AI)

tools to produce their work while maintaining the legitimacy of the evaluation procedure.

Two more strategies that potentially improve test validity are peer review and group projects. Ganiyu, T. O. (2025) [2] claims that Blackboard Learn helps teachers incorporate the concepts of genuine assessments into online and hybrid learning modalities by facilitating group projects, peer assessments, and discussion-based collaboration. These tactics make it more difficult for AI tools to be abused by motivating students to interact more deeply with the content and with one another.

Using anti-plagiarism tools like Safe Assign and AI detectors is another crucial tactic. These techniques can be used to verify the originality of student work and identify information produced by artificial intelligence. But it's important to strike a balance between using these resources and teaching methods that support academic honesty. Teaching students the value of original work and the abilities to produce it should be the main goals of school. [2] Ganiyu, T. O. (2025).

Another good tactic is to comment in real time. AI-powered solutions that offer real-time feedback have the potential to make learning more engaging and dynamic. This method lessens the temptation for students to abuse AI tools by helping them recognize their errors and quickly learn from them. Additionally, real-time feedback enables teachers to keep a closer eye on their students' development and resolve problems as they come up. T. Norris (2024) [6].

Teaching teachers how to utilize AI tools correctly is also crucial. Norris, T. (2024) [6] states that educators must know how to safely use AI into their lesson plans and how to identify and prevent students from abusing the technology. Professional development programs can give teachers the information and abilities they need to use AI tools responsibly without compromising the objectivity and precision of their evaluations.

The last but certainly not least step is to cultivate a culture of intellectual integrity. Institutions should support principles like integrity, accountability, and intellectual property protection. The possibility of AI misuse can be decreased, and Blackboard assessments can continue to be objective and trustworthy, if educators foster an atmosphere that values and encourages academic honesty. In 2025, T. O. Ganiyu [2]. Increased accessibility, efficacy, and personalization of education due to the use of these AI tools benefits both teachers and students.

2.1 The Role of AI Technologies in Modern Education

- **Platforms for personalized learning:** Dream Box and Smart Sparrow are two examples of platforms that allow students to learn at their own pace by tailoring lessons according to their responses. By determining the unique needs of each user and offering customized content, these systems improve learning outcomes and engagement. Dream Box, for instance, provides arithmetic classes that adapt in real time according to a student's performance to make sure they understand basic ideas before going on to more difficult content. Ganiyu, T. O. (2025) [2].
- **Automated Grading Systems:** To assess assignments fast and equitably, assess Scope makes use of artificial intelligence (AI) and other automated grading tools. These systems can handle subjective assessments like essays as well as objective ones like multiple-choice questions. Teachers can lessen their workload and

increase assessment accuracy by using automated grading systems, which give them prompt and accurate feedback. C. H. A. Yu and J. Hanson [5].

- **Virtual Tutors and helpers:** Other AI-powered virtual tutors and helpers, such as Jenni AI, can provide students with individualized support. These resources increase the accessibility and engagement of learning by providing answers, explanations, and recommendations for more resources. An AI teaching assistant at Georgia Tech, for example, Jill Watson, assists students by responding to their questions and offering advice on the course material ("AI Tutors and Virtual Assistants").
- **Speech Recognition Software:** Speech recognition software, such as Notta, converts spoken words into text, assisting students with hearing impairments and promoting inclusive education. By employing sophisticated algorithms to effectively translate speech to text, these technologies enable students to engage more completely in class activities ("Top 10 Best Speech Recognition Software for 2024").
- **Predictive Analytics:** Educational data is used by predictive analytics tools to forecast student performance and pinpoint those who might want more assistance. These tools enable teachers to intervene early and offer focused assistance to students who are at risk of falling behind by utilizing machine learning algorithms and historical data ("What Is Predictive Analytics?").
- **Intelligent Content Creation:** AI is capable of producing interactive lessons and assessments that are customized to meet the needs of every learner. To improve the learning experience, intelligent content generation systems leverage data and metadata to provide information that is easily discoverable, flexible, and reusable ("What is intelligent content?").

2.2 Key Challenges in Integrating AI in Education

- **Ethical Issues and Bias:** Resolving biases and ethical issues in AI systems is one of the most difficult tasks. Unfair or discriminatory results could result from AI systems unintentionally reinforcing underlying biases in the data they are trained on. An AI grading system might unjustly assign lower marks to some student groups than others, for instance, if it was trained on biased data. Butte, A. J., Adams, C. B., Blumenthal, D., Brown, N., Brennan, P. F., Adams, L., & Kohane, I. S. (2024) [3].
- **Limited Human involvement:** AI technology has the potential to lessen the requirement for human involvement in the educational process. While AI can offer tailored feedback and assistance, it cannot take the place of human teachers' inspiration, guidance, and empathy. To guarantee a comprehensive educational experience, striking a balance between AI effectiveness and human participation is essential. Erdemir, Gökçearsan, and Tosun (2024) [4]. The Digital Gap The digital divide, which arises when certain students lack equal access to the technology required to utilize AI tools, is another problem. Educational gaps may worsen if pupils from low-income families lack devices or internet access. Butte, A. J., Adams, C. B., Blumenthal, D., Brown, N., Brennan, P. F., Adams, L., & Kohane, I. S. (2024) [3]. Because deploying AI techniques necessitates gathering and analyzing vast volumes of

student data, concerns around data security and privacy arise. To preserve confidence and adhere to legal requirements, it is crucial to make sure that student data is safeguarded and managed properly (Gökçeşlan, Tosun, & Erdemir, 2024)^[4].

- **Dependency on Technology:** If professors and students rely too much on AI tools, they may find it challenging to do homework without its assistance. The development of analytical and problem-solving skills may be hampered by this dependence. & Kohane, I. S. (2024) Goldberg, C. B., Adams, L., Blumenthal, D., Brennan, P. F., Brown, N., Butte, A. J.,...^[3].
- **Professional Development and Support:** To successfully incorporate AI tools into their teaching strategies, educators require the right direction and assistance. Teachers may not have as much of an influence if they are not given the professional development they need to implement AI technologies effectively. Butte, A. J., Adams, C. B., Blumenthal, D., Brown, N., Brennan, P. F., Adams, L., & Kohane, I. S. (2024)^[3]. False Information: AI systems occasionally produce inaccurate or deceptive information, which can perplex pupils and impede their ability to learn. To prevent such problems, it is essential to guarantee the precision and dependability of AI-generated material (Gökçeşlan, Tosun, & Erdemir, 2024)^[4].
- **Cost and Implementation:** AI tool implementation can be expensive, and not all educational institutions have the funds to make such investments. Adding AI capabilities to current systems can also be difficult and time-consuming, requiring a large investment of time and money. Adams, L., Butte, A. J., Adams, C. B., Blumenthal, D., Brown, N., Brennan, P. F., & Kohane, I. S. (2024)^[3]. A balance between artificial intelligence (AI) and human interaction is crucial to ensuring that technology enhances education rather than replaces it.

2.3 Some strategies that teachers can use

- **Transparency with Students:** Teachers need to be honest and open with their students about the usage of AI in the classroom. When AI is discussed in tests and educational activities, students are better equipped to comprehend and have faith in it. Because of this clarity, students are better able to view AI as a tool rather than a substitute for their teachers. Rulf, K. (2024)^[8].
- **AI and Human Oversight Together:** Teachers may concentrate on more meaningful interactions with students by using AI technology to perform time-consuming activities like tracking progress and evaluating work. For instance, teachers can check the input to make sure it is correct and offer extra guidance based on their knowledge of each student's particular needs, even though AI can offer instant feedback on tasks (World Economic Forum, 2024).
- **Creating a Facilitative Teaching Role:** As AI handles administrative tasks, teachers can take on a more facilitative role by helping students with personalized learning paths and promoting critical thinking. With this approach, educators may spend more time coaching students, fostering their social-emotional development, and inspiring them to learn. T. O. Ganiyu (2025)^[2].
- **Fostering Collaborative Learning:** Teachers can utilize AI to help with group work. AI systems can encourage peer-to-peer learning by forming study

groups based on students' areas of strength and weakness. As a result, students' comprehension improves and they grow in cooperation and belonging (Ganiyu, T. O., 2025)^[2].

- **Providing Real-Time Feedback:** Students can receive real-time feedback from AI-powered systems, which helps them identify and promptly learn from their mistakes. Teachers can use this input to adjust their classes to focus on specific areas where students are struggling in order to provide a more customized learning experience. T. O. Ganiyu (2025)^[2].
- **Promoting AI Literacy:** Teachers can assist students in becoming more AI literate by educating them how to use AI technologies responsibly and understand their limitations. By empowering students to critically assess AI's outputs while efficiently employing it, this knowledge supports a balanced approach to technology use in education Ganiyu, T. O. (2025)^[2].
- **Maintaining Human Connection:** Maintaining human connection is essential despite AI's efficacy. Teachers should continue to engage with kids one-on-one, learning about their individual challenges and providing support. This human element is crucial to students' development and cannot be substituted (Ganiyu, T. O., 2025)^[2].
- **Ongoing Professional Development:** Teachers need ongoing training to stay up to date on the latest AI tools and how to best integrate them into their courses. Programs for professional development can equip teachers with the skills they need to properly combine artificial intelligence and human interaction, ensuring that technology enhances rather than detracts from their capacity to instruct. Ganiyu, T. O. (2025)^[2]. By using these techniques, teachers can establish a holistic learning environment where AI tools improve learning while maintaining the fundamentally human aspects of instruction.

2.4 Previous Studies

Previous studies has examined several strategies to reduce the influence of AI technologies on Blackboard tests, illustrating the benefits and challenges of integrating AI into educational assessments. Eva Lobelle Sampayan conducted an investigation into the usage of the Blackboard Learning Management System (Bb-LMS) in nursing school in 2024. The study found that although Bb-LMS's AI capabilities improved the teaching-learning process, there were also significant disadvantages, such as the need for appropriate training and unexpected technical issues. For both teachers and students, the study emphasized the need of workshops and hands-on training in resolving these problems Sampayan, (2024)^[10].

Another study looked at how students' study habits and academic achievement were impacted by AI technologies. According to a study by Ben Ward and colleagues, AI techniques enabled personalized learning and adaptive exam modifications, which reduced study time and improved GPA. However, the study did identify a number of problems, including an over reliance on AI and difficulties integrating it with traditional teaching methods. The researchers suggested that rather than replacing conventional teaching techniques, AI technologies should be utilized in addition to them Ward *et al.*, (2024)^[11].

A study of the literature by a number of writers emphasized the use of AI in higher education, namely in the areas of evaluation, adaptive systems, personalization, and profiling and prediction. According to the evaluation, administrators were able to enhance student support services and make data-driven decisions thanks to AI tools. To guarantee that AI systems are equitable and efficient, it also mentioned the necessity of ongoing observation and assessment Castillo-Martínez *et al.*, (2024) ^[1].

Another study examined the ethical concerns and prejudices related to the use of AI tools in the classroom. They found that AI systems could inadvertently result in unfair outcomes by reinforcing underlying biases in the data they were trained on. The study recommended creating explicit rules for AI use and including user supervision into AI evaluations to mitigate these issues Goldberg, (2024) ^[3].

A systematic review by Mustafa *et al.* (2024) ^[22] synthesized findings from 143 literature reviews on AI in education. The study revealed that most AI research has focused on higher education, with less attention given to special education and other educational stakeholders such as school leaders and administrators. The review highlighted the need for more comprehensive research that includes diverse educational settings and stakeholders to fully understand the impact of AI on education (Mustafa *et al.*, 2024) ^[22].

Another empirical study by Bojorquez and Vega (2023) investigated the influence of AI on higher education. The researchers found that AI tools significantly improved the teaching and learning process by providing personalized learning experiences and supporting teachers in managing their workload. However, the study also pointed out the challenges related to the design of AI environments, which could sometimes lead to unfair and unreliable outcomes due to the characteristics of learners and teachers (Bojorquez & Vega, 2023) ^[21].

Wang *et al.* (2024) ^[23] conducted a study focusing on the impact of AI on assessment and grading. The researchers found that while AI-driven grading systems could efficiently handle large volumes of student work, they also raised concerns about the potential for bias and the need for human oversight to ensure fairness and accuracy. The study recommended combining AI tools with human judgment to maintain the integrity of the assessment process (Wang *et al.*, 2024) ^[23].

The inclusion of human monitoring in AI-assisted evaluations was further supported by a study from Education Perfect. According to this study, while AI tools can efficiently handle enormous volumes of data, human educators provide contextual knowledge and critical thinking that AI cannot. By having teachers review assessments created by AI, any discrepancies or errors can be corrected, ensuring a more fair and unbiased evaluation Goldberg, (2024) ^[3]. A study from Charles Sturt University suggests redesigning assessment tasks to lessen the potential for AI misuse. The researchers recommended creating exercises that prioritize critical thinking, self-reflection, and individual perspectives—all of which are more challenging for AI systems to realistically replicate. This approach preserves the integrity of the evaluation process by reducing the likelihood that students may utilize artificial intelligence (AI) technologies to generate their work (Ward, B., Bhati, D., Neha, F., & Guercio, A. (2024) ^[11].

Peer review and group projects were mentioned as effective strategies in an anthology study. The study claims that by

supporting group projects, peer evaluations, and discussion-based collaboration, Blackboard Learn assists educators in integrating the ideas of authentic assessments into online and hybrid learning modalities. By encouraging students to engage more deeply with the material and with one other, these strategies make it harder for AI technology to be abused Anthology, (2024) ^[12].

Finally, a study on the use of AI detectors and anti-plagiarism software such as Safe Assign found that these technologies may be used to identify AI-generated content and ensure that students' work is original. Nonetheless, the study did stress how important it is to balance the use of these resources with teaching methods that uphold academic virtue. Education should prioritize teaching students the value of unique work and the skills necessary to produce it Anthology, (2024) ^[12].

3. Metodology

The impact of AI tools on Blackboard assessments is examined using a descriptive study approach. Data was collected using a rating scale questionnaire. It has fifteen items. A panel consisting of three individuals evaluated the questionnaire's validity. A pilot study that assessed the reliability found that the Pearson's coefficient was 0.00.85. To ensure that every application had an equal chance of being selected, the study's participants were selected at random using the lottery method. The sample size consisted of 40 students and 10 teachers.

3.1 Data Analysis

Descriptive statistics are used for data analysis. There is a use of frequency distribution and percentages.

Table 4.1: How often do you encounter AI-generated feedback or grades in your courses on Blackboard?

Response(s)	Frequencies	Percentage %
Never	0	0%
Sometimes	8	20%
often	16	40%
Always	16	40%
Total	40	100%

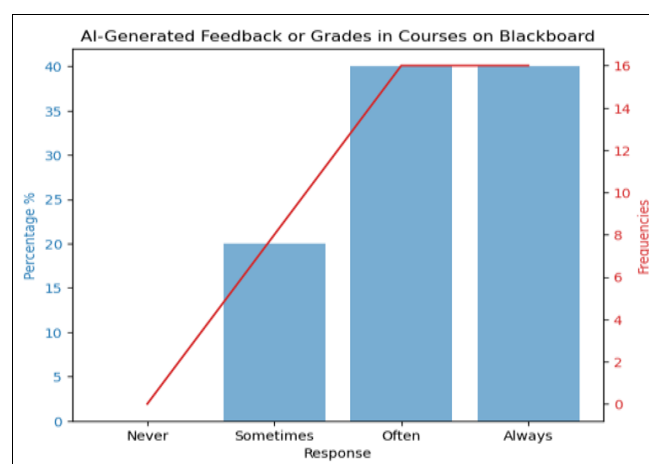


Fig 4.1:

Table 4.1- Figure 4.1: Show that Eighty percent of students claim that they regularly use AI-generated comments or grades, with forty percent saying they do so "often" and forty percent stating that they do so "always." This implies that AI approaches are significantly incorporated into the grading and feedback processes in these classes. 20% of

students said they see AI-generated feedback "sometimes." This suggests that traditional grading methods are still used in some circumstances, despite the widespread use of AI systems. Interestingly, none of the students claimed to have "never" seen AI-generated feedback or grades. This implies that AI methods are frequently used in these courses' evaluation processes.

Table 4.2: How clear is the information provided to you about the use of AI tools in your evaluations?

Response(s)	Frequencies	Percentage %
Unclear	28	70%
Neutral	0	0%
Clear	12	30%
Very clear	0	0%
Total	40	100%

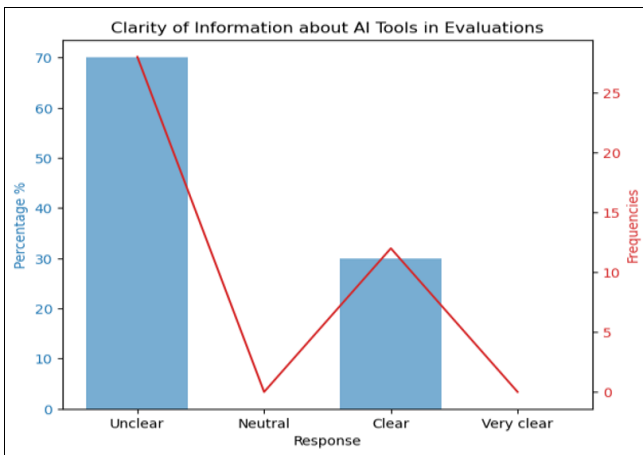


Fig 4.2:

Table 4.1- Figure 4.2 This indicates that a significant majority (70%) did not understand the information well, while a smaller portion (30%) did. There were no neutral or very clear responses, suggesting a notable gap in clarity.

Table 4.3: How fair do you think AI-generated grades are compared to human-graded assessments?

Response(s)	Frequencies	Percentage %
Unfair	32	80%
Neutral	0	0%
fair	4	10%
Very fair	4	10%
Total	40	100%

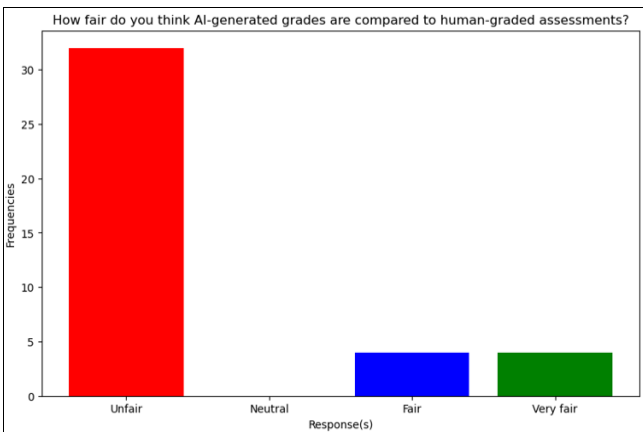


Fig 4.3:

Table 4.3 Eighty percent of respondents think that AI-generated grades are "Unfair." This implies a significant preference for human-graded tests or a lack of trust in AI's grading capabilities. Only 10% of respondents think AI-generated grades are "Fair" or "Very fair." This suggests that while acceptability is present, it is not extremely high. Since none of the respondents chose "Neutral," it appears that opinions on this topic are quite split.

Table 4.4: Have you ever felt that an AI-generated grade was incorrect?

Response(s)	Frequencies	Percentage %
Never	4	10%
Sometimes	32	80%
often	4	10%
Always	0	0%
Total	40	100%

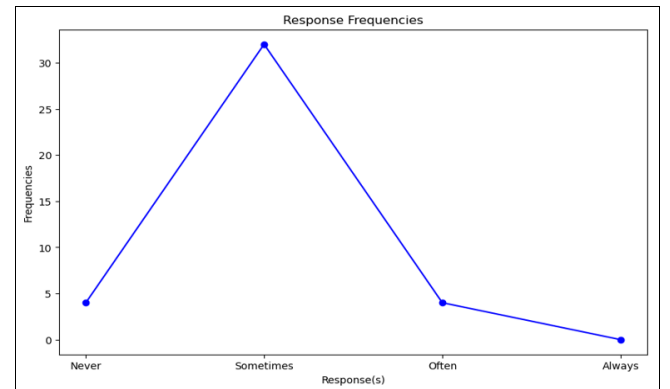


Fig 4.4:

Table 4.4 80% of respondents chose "Sometimes," suggesting that this is the most frequently given response. At 10%, "Never" and "Often" are equally prevalent, indicating that they are less often used responses. For "Always," there were no answers, suggesting that no responders selected this option.

Table 4.5: How helpful do you find AI-generated feedback in improving your understanding of the material?

Response(s)	Frequencies	Percentage %
Slightly helpful	8	20%
Neutral	0	0%
Helpful	32	80%
Very Helpful	0	0%
Total	40	100%

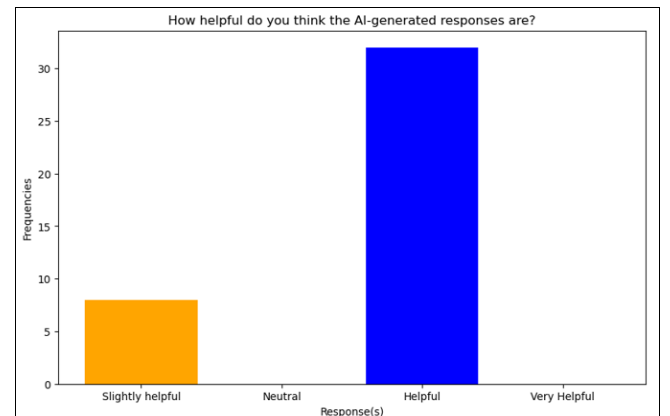


Fig 4.5:

Table 4.5 80% of respondents say AI-generated responses are "Helpful," indicating that they are generally satisfied. While some users might be hesitant, a lesser portion of respondents (20%) say that the comments are "Slightly helpful," suggesting that some users find them useful. There are differing views on "Slightly helpful" and "Helpful," as shown by the dearth of responses for "Neutral" and "Very Helpful."

Table 4.6: Do you feel that AI tools save you time in completing assignments and studying?

Response(s)	Frequencies	Percentage %
Disagree	0	0%
Neutral	0	0%
Agree	8	2%
Strongly agree	32	80%
Total	40	100%

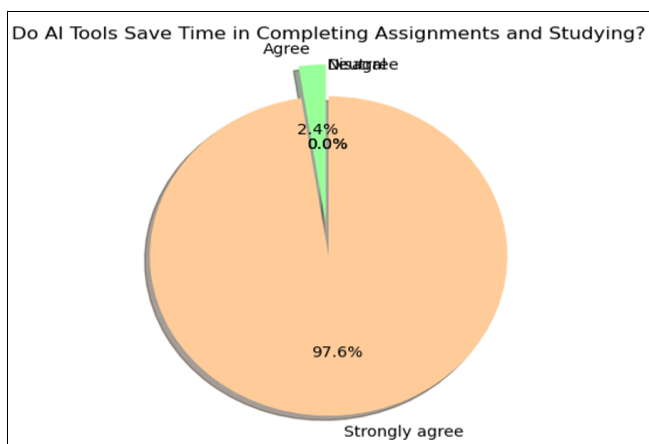


Fig 4.6:

Table 4.6 Eighty percent of students "strongly agree" that using AI technologies to complete assignments and study saves them time. This suggests that most students' efficiency can be greatly increased by using AI techniques. 20% of students "agree" that they save time using AI tools. This implies that even while these students are aware of how AI technologies might save time, they might not find them to be as useful as those who firmly believe in them. Interestingly, none of the kids gave "neutral" or "disagree" answers. This demonstrates the broad agreement that AI tools help students save time.

Table 4.7: How confident are you in the accuracy of AI-generated evaluations?

Response(s)	Frequencies	Percentage %
Slightly confident	32	80%
Neutral	0	0%
Confident	4	10%
Very confident	4	10%
Total	40	100%

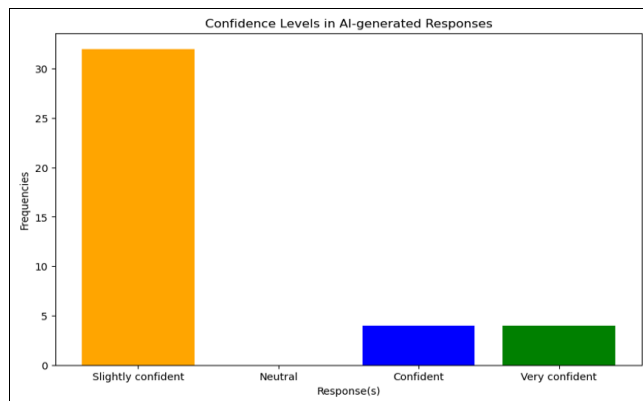


Fig 4.7:

Table 4.7 The majority of respondents (80%) describe themselves as "Slightly confident" in responses produced by AI, indicating a cautious optimism. A mere 10% of those surveyed indicated that they were "Confident" or "Very confident," suggesting that while some people do believe in AI, this conviction is not widespread. The absence of "Neutral" responses indicates that respondents have strong beliefs.

Table 4.8: How often do you use AI tools to assist with your coursework on Blackboard?

Response(s)	Frequencies	Percentage %
Never	0	0%
Sometimes	0	0%
often	12	30%
Always	28	70%
Total	40	100%

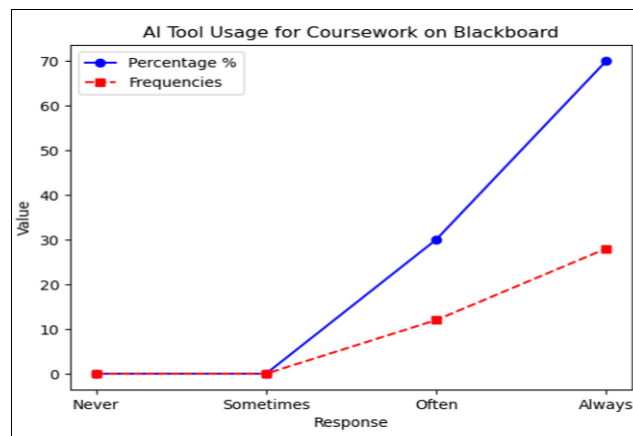


Fig 4.8:

Table 4.8 This indicates that a significant majority of respondents (70%) always use AI tools for their coursework, while 30% use them often. No respondents reported never or sometimes using AI tools.

Table 4.9: How satisfied are you with the integration of AI tools in your learning experience?

Response(s)	Frequencies	Percentage %
Dissatisfied	0	0%
Neutral	0	0%
Satisfied	19	47.5%
Very satisfied	21	52.5%
Total	40	100%

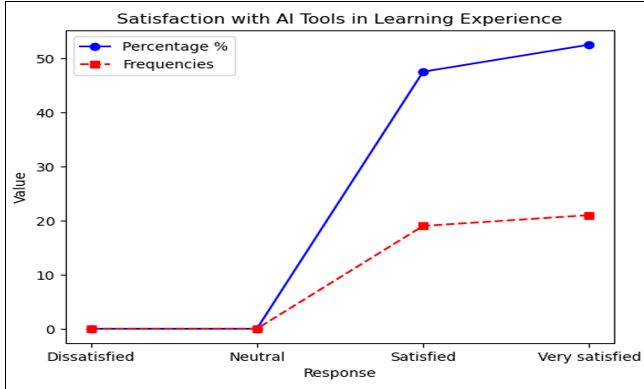


Fig 4.9:

Table 4.9 52.5 percent of students say they are "very satisfied" with how AI tools have been incorporated into their education. This suggests that the majority of students are satisfied and that the incorporation of AI techniques is greatly valued. 47.5% of students say they are "satisfied" with how AI tools have been incorporated. According to this, even if these students are generally satisfied with the AI technologies, there might be room for improvement in order to achieve greater satisfaction. Interestingly, none of the students expressed opinions that were "neutral" or "dissatisfied" with the use of AI techniques. This demonstrates that AI tools are generally seen favorably in the educational process.

Teachers' Questionnaire

Table 4.10: How often do you use AI tools for grading and feedback on Blackboard?

Response(s)	Frequencies	Percentage %
Never	0	0%
Sometimes	4	10%
often	4	10%
Always	32	80%
Total	40	100%

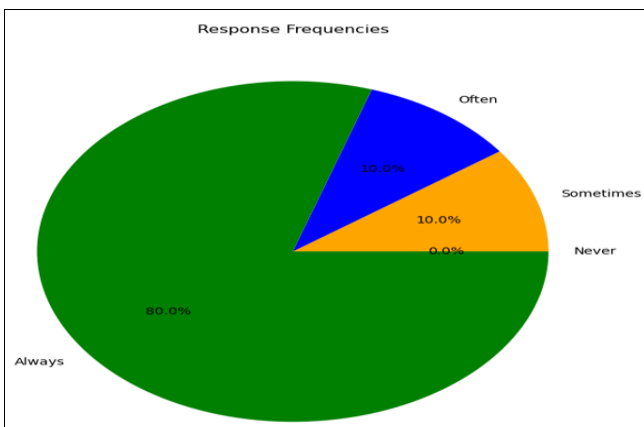


Fig 4.10:

Table 4.10 Eighty percent of those surveyed chose "Always," suggesting a strong preference or frequent occurrence. The 10% frequency of "Sometimes" and "Often" indicates that these responses are less frequent. "Never," which received no responses, suggests that no responder selected this option.

Table 4.11: How clear is the information provided to you about the use of AI tools in evaluations?

Response(s)	Frequencies	Percentage %
Unclear	5	12.5%
Neutral	0	0%
Clear	10	25%
Very clear	25	62.5%
Total	40	100%

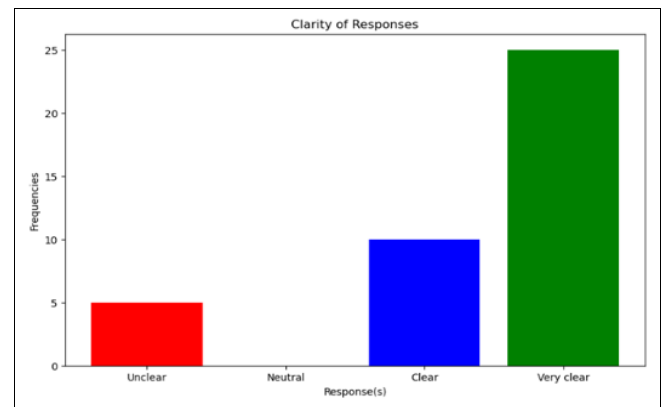


Fig 4.11:

Table 4.11 The responses are "Very clear," according to the majority of respondents (62.5%), suggesting a high degree of clarity. Only 25% of respondents said that the answers were "Clear," indicating that although some people perceive clarity, it is not as common. Only 12.5% of respondents said that the answers were "Unclear," suggesting that confused answers are not common. The fact that there were no "Neutral" answers suggests that respondents had strong opinions about how clear the responses are.

Table 4.12: How fair do you think AI-generated grades are compared to human-graded assessments?

Response(s)	Frequencies	Percentage %
Unfair	7	17.5%
Neutral	3	7.5%
Fair	15	37.5%
Very fair	15	37.5%
Total	40	100%

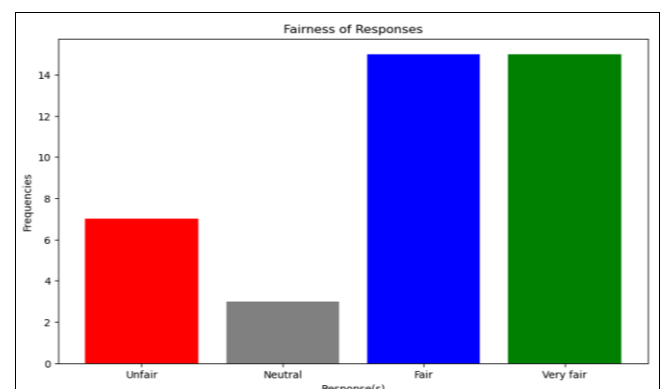


Fig 4.12:

Table 4.12 "Fair" and "Very fair," which account for 37.5% of all replies, are very evenly distributed. Only 17.5% of respondents think the answers are "Unfair." Just 7.5% of respondents selected "Neutral," suggesting that the majority of respondents had a strong view regarding how fair the responses are.

Table 4.13: Have you ever encountered issues with AI-generated grades?

Response(s)	Frequencies	Percentage %
Never	11	27.5%
Sometimes	20	50%
often	5	12.5%
Always	4	10%
Total	40	100%

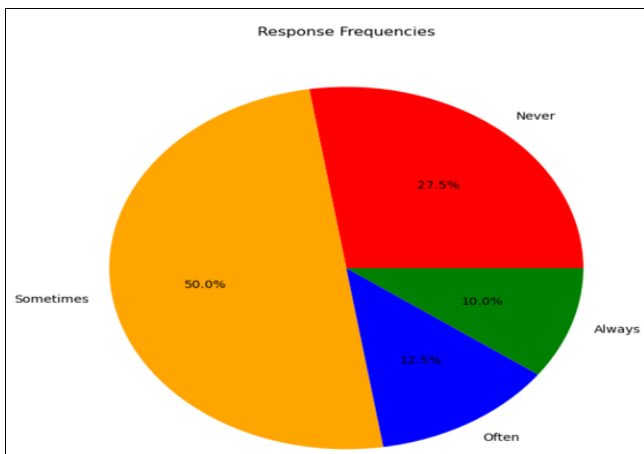


Fig 4.13:

Table 4.13 Most responders (50%) chose "Sometimes," suggesting that this is the most frequently given response. With a second-most frequent response of 27.5%, "Never" indicates that a sizable percentage of respondents selected this choice. Lower frequencies for "Often" and "Always"—12.5% and 10%, respectively—indicate that these answers are less frequently given.

Table 4.14: How helpful do you find AI tools in reducing your grading workload?

Response(s)	Frequencies	Percentage %
Slightly helpful	0	0%
Neutral	0	0%
Helpful	8	20%
Very helpful	32	80%
Total	40	100%

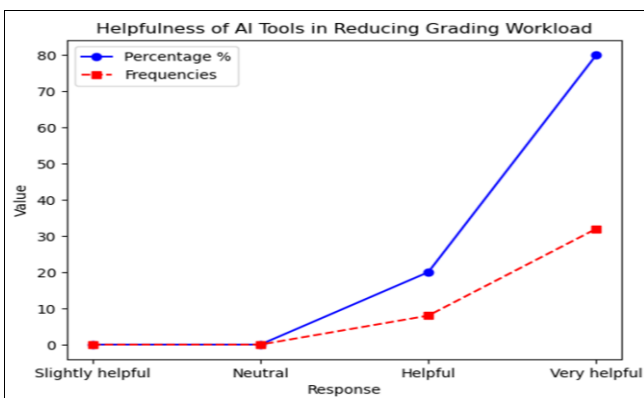


Fig 4.14:

Table 4.14 Eighty percent of those surveyed say AI tools are "very helpful" in lowering their burden when it comes to grading. This suggests that AI solutions are quite successful in relieving most users of the grading burden. According to 20% of respondents, AI tools are "helpful." This implies that even though these consumers gain from AI technologies, their effect could not be as great as that of users who gave them high ratings. Interestingly, none of the respondents said AI tools were "neutral" or "slightly helpful." This demonstrates the broad agreement that using AI techniques to lessen the workload associated with grading is advantageous.

Table 4.15: How confident are you in the accuracy of AI-generated evaluations?

Response(s)	Frequencies	Percentage %
Slightly confident	19	47.5%
Neutral	0	0%
Confident	10	25%
Very confident	11	27.5%
Total	40	100%

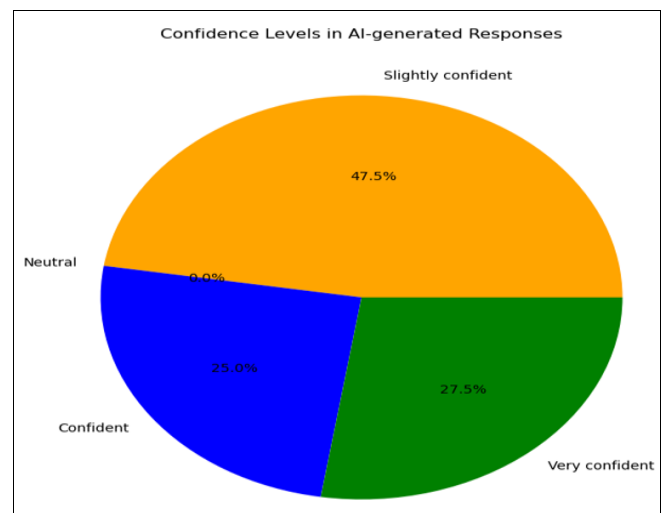


Fig 4.15:

Table 4.15 A moderate level of confidence is indicated by the biggest percentage of respondents (47.5%) who said they are "Slightly confident" in AI-generated responses. A sizable percentage of respondents (27.5%) express "Very confident," indicating that a sizable portion of consumers have high levels of confidence in responses produced by AI. 25% of respondents said they were "Confident," indicating that users have a high degree of confidence in one another. There were no "Neutral" answers, suggesting that respondents' opinions regarding their degree of confidence are well defined.

Table 4.16: How often do you review AI-generated feedback before sharing it with students?

Response(s)	Frequencies	Percentage %
Never	0	0%
Sometimes	4	10%
often	8	20%
Always	28	70%
Total	40	100%

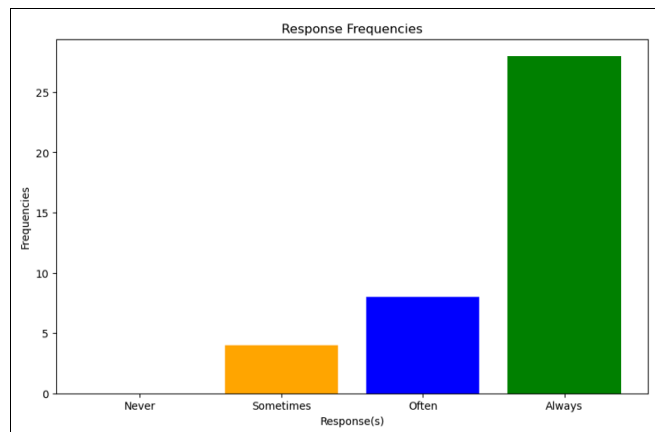


Table 4.16 By choosing "Always," the majority of responders (70%) indicated a strong preference or frequent occurrence. At 20%, "Often" is the second most popular response, indicating that a sizable percentage of respondents selected this choice. "Sometimes" is a less common response, as seen by its lower frequency of 10%. "Never," which received no responses, suggests that no responder selected this option.

Table 4.17: How satisfied are you with the integration of AI tools in your teaching practices?

Response(s)	Frequencies	Percentage %
Dissatisfied	0	0%
Neutral	0	0%
Satisfied	24	60%
Very satisfied	16	40%
Total	40	100%

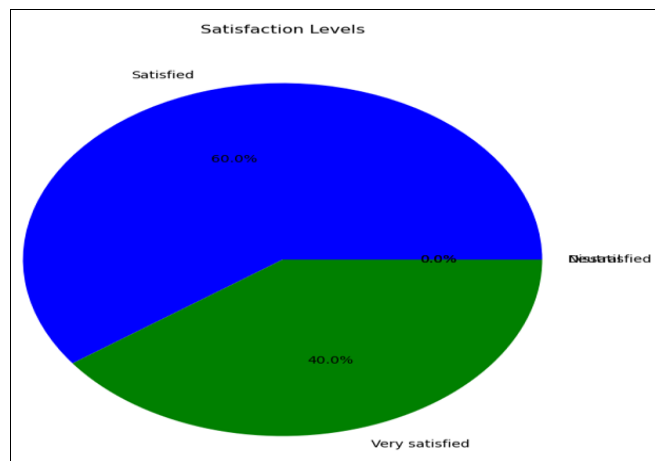


Fig 4.16:

Table 4. 17 Sixty percent of respondents said they were "Satisfied," meaning that their entire experience was positive. A sizable percentage of respondents (40%) express "Very satisfied," indicating a high degree of contentment. None of the respondents selected "Dissatisfied" or "Neutral," suggesting that everyone had a good experience.

4. Conclusion

There are considerable concerns about academic dishonesty and assessment reliability because of the extensive use of AI techniques in Blackboard tests. Students' misuse of AI tools to produce answers compromises the quality of their work. Additionally, if AI is used excessively for grading and feedback, biases and mistakes could be introduced,

jeopardizing the validity of exams.

To address these issues, practical solutions that mitigate the negative impacts of AI technologies while ensuring that they enhance rather than detract from the educational process must be implemented. These strategies could involve: Establishing advanced monitoring systems to detect and prevent academic dishonesty related to the use of AI; combining AI tools with human oversight to ensure a fair approach to feedback and grading; reducing the likelihood of biases and errors; providing students with clear instructions on how to use AI tools correctly and the importance of academic integrity; and regularly updating AI algorithms to decrease biases and improve assessment accuracy.

By implementing these strategies, academic institutions can preserve the validity and dependability of academic tests while utilizing the advantages of AI tools in Blackboard assessments. This method guarantees that AI tools enhance the educational process in a way that promotes an equitable and productive learning environment.

4.1 Study Findings

The study's findings offer valuable new insights into respondents' perceptions of and experiences with AI-generated responses and assessments.

- Fairness of AI-Generated Grades:** According to the significant majority of respondents (80%), AI-generated scores are "Unfair," indicating that they either do not trust AI is grading capabilities or much prefer exams that are scored by humans.
- Helpfulness of AI-Generated Responses:** Eighty percent of respondents think AI-generated remarks are "Helpful," which shows that they are quite happy with the service.
- Confidence in AI-Generated Responses:** The majority of respondents (47.5%) who stated they are "Slightly confident" in AI-generated responses expressed a moderate level of confidence. However, a significant portion (27.5%) claim to feel "Very confident."
- Clarity of Responses:** The majority of respondents (62.5%) said that the responses were "Very clear," indicating a high level of clarity.
- Frequency of AI-Generated Responses:** Seventy percent of respondents selected "Always," indicating that AI-generated solutions are either widely used or highly favored.
- Satisfaction Levels:** According to the majority of respondents (60%) who say they are "Satisfied," and 40% who say they are "Very satisfied," employing AI-generated responses has typically been positive.

The findings of the study provide important new information about respondents' experiences and views of AI-generated responses and evaluations in light of the aforementioned. There is still some worry regarding the fairness of AI-generated grades, even though users are generally satisfied with how useful and clear the responses are. A sizable majority of respondents, who prefer examinations that are scored by humans, views these ratings as unjust. Although respondents' levels of confidence in AI-generated responses vary, the most prevalent sentiment is one of moderate confidence. Nonetheless, a sizable percentage of participants also said that they were very confident in these answers. The extensive acceptance and favorability of AI-generated solutions among consumers is

indicated by their regular use. The majority of responders report feeling satisfied or extremely satisfied, which suggests that AI-generated responses are generally well-received. These findings highlight the significance of resolving issues with fairness and trust in AI grading systems while preserving the advantages of AI in terms of providing clear and helpful responses.

5. Recommendations for Further Studies

1. Future research could delve into the specific factors that influence trust in AI-generated grades and responses. By understanding these factors, we can improve the design and implementation of AI systems to build greater user trust.
2. By contrasting assessments created by AI and those graded by humans in a variety of settings and subjects, we may better understand the areas in which AI does well and those in which it struggles.
3. Research on enhancing the user experience using AI-generated responses, particularly by personalizing and contextualizing the responses, could greatly increase user confidence and satisfaction.
4. Long-term research that monitors how people's perceptions and experiences of AI-generated responses evolve over time can provide insightful information. These researches can assist us in comprehending how user satisfaction and trust are affected by exposure to and familiarity with AI.
5. We can find differences in the perceptions and experiences of various user groups using AI by broadening the study to include a more varied demographic sample. This strategy will contribute to the development of more effective and inclusive AI solutions that are suited to a wider spectrum of consumers.
6. These recommendations aim to build upon the current research and address the areas where future research could produce more dependable and effective AI-generated responses and assessments.

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