TEACHING & EDUCATION CONFERENCE
01 - 03 August 2025

2nd International Academic Conference on
TEACHING AND EDUCATION
Stockholm, Sweden

Evaluating the Benefits and Risks of Generative Artificial Intelligence in Academia: A Case Study of Microsoft Copilot and Turnitin Tools

Dr. Oksana Hubina

University of Leeds, The United Kingdom

Abstract

The emergence of generative artificial intelligence (GAI) tools cause the crucial debate in Academia, emphasizing its opportunities and challenges. This research reveals the impact of Microsoft Copilot and Turnitin GAI tools in learning within English universities. The author investigates the learning opportunities provided by means of these tools, as well as their challenges related to ethical issues like plagiarism and the accuracy of GAI-generated material. The study argues that Microsoft Copilot and Turnitin GAI tools transformed learning, enabling innovative forms of creativity such as coding, writing, generating images, and answering general questions. The research was conducted among the 93 undergraduate students of the University of Leeds (UK). Didactic observation and expert evaluation were provided to obtain qualitative results of participants' activities during practical classes and extracurricular activities. Analysis and generalization of scientific data were conducted to determine the advantages and challenges of using GAI tools in learning. Actual benefits such as offering personalized studying, providing feedback, ensuring language support, and enhancing learning efficiency, as well as potential risks like plagiarism, accuracy, and over-reliance on GAI, were assessed. The outcomes of the study reveal that while Microsoft Copilot and Turnitin GAI tools considerably increase efficiency, they also bring potential risks. To minimize the last one, learners should practice responsible GAI use in their academic settings.

Keywords: ethics; learning efficiency; personalized studying; plagiarism; undergraduate students