

## Ethical Applications for Ai-assisted Learning in Japanese Classrooms

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### Abstract

The researchers distributed a 20-item Likert scale questionnaire to 612 undergraduate students across five Japanese universities. The response rate was 16.1% (n=99). The survey primarily explored students' understanding of AI writing tools such as ChatGPT, and their perceptions about the ethical appropriateness of using these resources for academic assignments. Responses were analyzed and coded into 3 emergent themes: 1. Motivation, 2. Ethics, and 3. Institutional and instructor policies. The goal of this research was to better understand how and why students use AI, whether they experience guilt in doing so, and whether students at present, or moving forward, might align with institutional expectations regarding artificial intelligence assistance. This research can offer educators a holistic view regarding implementing AI-related policies in their university courses. For teachers who intend to permit AI use, the researchers recommend strategies to ensure proper implementation as a companion for original writing and creative thinking.

**Keywords:** Chatgpt, Ai, Writing Classes, Ethics of Ai