



Lecturers' Perceptions of Generative Artificial Intelligence and Student Creativity in Higher Education: Implications for Policy Development

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Abstract

This study examines lecturers' perceptions of Artificial Intelligence (AI)-generated content and its impact on students' human creativity in Jamaican higher education. Specifically, it investigates whether generative AI serves as a social determinant of creativity and whether its influence should be subject to regulation at the tertiary level. Employing a cross-sectional descriptive research design, data were collected from 24 lecturers across diverse disciplines, most of whom possessed more than a decade of teaching experience and were familiar with generative AI tools such as ChatGPT. Findings reveal ambivalent perceptions. While 46% of respondents agreed that AI enhances student creativity, 83% expressed concern that it enables students to bypass essential cognitive and creative processes. Skills most perceived to be at risk included writing voice (96%), originality (92%), and critical thinking (83%). Lecturers recognised benefits such as improved grammar, clarity, and idea generation, yet also highlighted plagiarism, superficial understanding, and compromised assessment validity as significant challenges. Notably, 67% of participants reported the absence of institutional policies on AI, and 83% advocated for the redesign of assessments to reflect the evolving technological landscape. Lecturers supported a dual response-establishing institutional AI policies and implementing classroom-level strategies such as reflection-based tasks and iterative assessment. The findings underscore the urgency of developing a policy framework that ensures ethical, equitable, and pedagogically sound integration of AI in Jamaican higher education. This study contributes to ongoing global debates by highlighting creativity as a socially embedded construct requiring regulatory consideration in the digital age.

Keywords: Artificial Intelligence, Human Creativity, Higher Education Policy, Academic Integrity, Jamaica, Generative AI.

Introduction

The Fourth Industrial Revolution brought artificial intelligence (Cropley & Marrone, 2025). Artificial intelligence (AI) has become an integral part of our daily lives, reshaping how we interact with technology and inspiring a new wave of creativity (Cropley et al., 2022; Marrone et al., 2024). As AI advances, a fascinating question arises: Does AI enhance our human creative potential, or does it create a balance between using AI and human expression? AI has come a long way since its humble beginnings in the 1950s, evolving into machine learning and generative AI (International Organisation for Standardisation [ISO] and Roser, 2022). According to Marrone et al. (2024), “However, the way we learn, develop, and deploy creativity will be impacted by AI” (p. 1). The perspective of Marrone and colleagues (2024) provides a rationale for many lecturers in higher education to question the balance between using AI-generated content and students’ work due to the issue of what constitutes human creativity and the students' contribution.

Smith College (2024) presents an optimistic perspective on AI, suggesting that it can enhance human creativity by automating mundane tasks, which concurs with an article written by Eapen et al. (2023) in the Harvard Business Review and other scholars (Noy & Zhang, 2023; Zhou & Lee, 2024). AI can free our minds to explore uncharted realms of thought and imagination. It can spark inspiration, break creative blocks, and open doors to new possibilities. This collaboration between humans and AI can lead to a creative renaissance, pushing the limits of innovation and redefining the art of the possible. However, a growing concern lingers: Could AI's involvement in the creative process alter the essence of human originality? As AI becomes increasingly virtuoso at generating content indistinguishable from human work, we must ponder: Does this diminish the value of human creativity? Are we transforming from creators into curators, merely refining the output of machines? Some fear AI-generated content could standardise creative expression, reducing it to a mere algorithmic process (Doshi & Hauser, 2024).

The discussion also emerged in Jamaica after examining the literature on generative AI and its impact on human creativity. The Jamaica National Group Limited (2025) has an article entitled "Generative AI Will Help Organisations, Employees, Not Replace Them - IT Experts" on its website, suggesting that this bank is on the side of the positive effects of generative AI on job performance, human productivity, and human creativity. An article by the Jamaica Observer (2024) entitled "AI makes writing easier, but stories sound alike" provides further support for the positive influence of AI on human creativity. Nelson (2025) suggests that generative AI can positively impact human creativity; however, certain disadvantages must be considered in this new technological advancement. Nelson (2025) succinctly summarises the challenge of generative AI this way: “With generative AI, expression is even cheaper. You do not have to make things yourself to put them into the world. For the first time in human history, the ability to produce writing, art, and expression has been decoupled from the necessity of paying attention to what one is making or saying. It is this perspective that many higher education institutions worldwide fear. However, Cardona et al. (2023) believe that AI holds promise as the future of teaching and learning, which

suggests the potential for augmenting ChatGPT in higher education. Generative AI is widely used in the creative industry (for example, music) to enhance human creativity (Anantrasirichai & Bull, 2022), suggesting that this technology is far from being fully developed. Such a reality creates a divide among academics, and lecturers are on both sides of the discourse, with no clear end in sight.

Background

The discussion of banning generative AI for submitted students' work is at a crossroads. According to de Fine Licht (2024), "There has been significant discussion among academics and policymakers about managing the use of generative artificial intelligence tools, such as ChatGPT, Gemini, GitHub and Copilot, in higher education, particularly regarding student usage" (p. 1). With the advent of generative AI, many higher education institutions are discussing the development of policies for its use (An et al., 2025; Chan, 2023). The use and misuse of generative AI concerns administrators and policymakers at higher education institutions, particularly regarding what is allowable (McDonald et al., 2025; Reiter et al., 2025; Stone, 2024). The literature has provided global evidence on the discussion of the use of generative AI for students in higher education institutions, and this debate is ongoing in Jamaica.

The researchers have been educators for ten years, transitioning from the secondary to the tertiary level. They have both listened to and participated in numerous discussions with other educators on generative AI and its impact on students' work. The question arises: How much generative AI should be accepted, and at what point does it interfere with human creativity and the quality of work submitted by students? Some lecturers believe that generative AI is suitable for students, but it should not be permitted for examinations. Another group of lecturers believes that generative AI should not be allowed to complete assignments or examinations. This discussion is ongoing, as it provides a platform for utilising plagiarism software to evaluate AI usage. Understanding the issue is critical at the higher education level because it helps to determine the creative expression of the student as well as the authorship of the student's creative work. Mimler et al. (2022) opined, "What, therefore, are the legal implications in the creative space when an algorithm passes the Turing test, i.e., when a human is unable to distinguish whether a human or a machine generated an output (artistic work)?" (p. 611).

The usage of generative AI is here to duplicate, and administrators and policymakers must quickly decide on a framework for its inclusion in students' work. With the global rise of AI technologies like ChatGPT and Gemini, creators increasingly rely on AI for content generation. This shift raises critical questions about how AI influences human creativity and whether it serves as a social determinant in the creative processes, particularly in higher education. This study will provide research-based information from a Jamaican perspective that is currently missing from the literature. As such, this takes the researcher to the objective of this study, as well as its significance, rationale, and other key issues.

Statement of the Problem

Many lecturers and higher education institutions continue to grapple with the scope and role of generative AI in students' creativity and individuality. Generative AI can generate ideas and students' work, providing extensive essays without human intervention. This reality makes it increasingly difficult for a lecturer to determine the students' contribution and the machine's involvement. Despite the international discussion and numerous publications on generative AI and its impact on students' creativity, a national debate and challenges exist in evaluating students' work. Lecturers at a particular higher education institution in Jamaica are discussing the phenomenon in their personal space, and without a national framework, this higher education institution is at a crossroads. Some lecturers take a particular stance, and the lack of institutional backing makes it challenging to conduct their jobs effectively. A likely problem may arise if a student who challenges the stance taken by the educator takes the lecturer to court. Without an institutional policy on generative AI, this grey area poses a problem for lecturers.

Rationale of Study

With the advances in automation and artificial intelligence, digital tools are gradually influencing creativity. Thus, there is a need to understand the prospects for human creativity and the boundaries that must be upheld to protect students' creativity and work. This study examines university lecturers' perceptions of Artificial Intelligence-generated content and the Human Creativity of their students, providing insights into the issue that will aid in framing a policy for higher education institutions in Jamaica. Higher educational institutions support generative AI but should not compromise students' independent thought and creativity. Focusing on the current phenomenon, the study aims to contribute to understanding the emergence of novel forms of creativity mediated by AI technologies and the need to implement a policy addressing the likely challenges this technology poses to students' independent work and creativity.

Despite the growing acceptance and recognition of AI integration in influencing the creative process in higher education in the 21st century (Vicente-Yagüe-Jara et al., 2023; W. Mwakapina, 2024; Balalle & Pannilage, 2025; Cameron et al., 2025), A critical gap remains in understanding how AI integration in higher education institutions in Low- and Middle-Income Countries (LMICs) like Jamaica affects the creative process. These nations often struggle with issues such as digital divides, limited access to advanced technologies, and adverse reactions to the use of technology in higher education (HE) (Clarke, 2025; Madden et al., 2024). This study introduces a multicultural perspective to the challenges that may advance or hinder the creative process in higher education institutions in Caribbean countries, such as Jamaica.

Objective

This study aims to explore lecturers' perceptions of Artificial Intelligence-generated content and the Human Creativity of their Students. It also explores whether this influence serves as a

social determinant of creativity and whether it should be regulated at the higher education level in Jamaica.

Research Questions

1. Does Generative AI influence human creativity?
2. What are your views on Artificial Intelligence-Generated Content and its influence on students' independent creative work?
3. How can generative AI be augmented in students' work?

Significance of Study

The growing debate over the use and misuse of generative AI, particularly about human creativity, is an ongoing issue that must be addressed to establish a framework for educators and students. This study will provide insights into the lecturers' view of this phenomenon. Hence, these are some significant issues in conducting the survey:

- **Literature:** There is a gap in the literature, and this research will assist in understanding the phenomenon from the lecturers' perspective as well as provide the challenges they are experiencing without having a clear policy on generative AI for higher education institutions in Jamaica
- **Advancing Knowledge:** Providing research information from the Jamaican perspective would provide a basis for the need to develop a policy framework that will aid educators in conducting their jobs in this new AI era
- **Practical Applications:** The findings are relevant for educators, policymakers, and freelance artists. They guide the effective integration of AI tools into creative practices while preserving originality. This issue includes shaping cultural policies and non-credentialed learning environments.

Definition of Key Terms

Artificial Intelligence (AI): Artificial Intelligence (AI) refers to the simulation of human intelligence in machines, enabling them to perform tasks that typically require human cognition" (Marrone et al., 2024, p. 2). As such, for this study, AI refers to the ability of machines and software to carry out tasks that require relative intelligence similar to that of humans, such as learning, reasoning, and even the creation of content that surpasses human input.

Creativity: Holm-Hadulla (2020) opined, "Creativity is the ability to produce something novel and useful that is a valuable contribution to a specific domain" (p. 616). As such, for this study, creativity is considered an essential aspect of human endeavour and concerns the creation of new and valuable ideas, solutions, or statements.

Literature Review

Introduction

This aspect of the research critically reviews the relevant literature on generative AI, its impact on human creativity, and the creative expressions of students. The research topic and question guide the scope of the review, encompassing critical areas, including 1. Theoretical frameworks, 2. Issues with Generative AI and Human Creativity, and 3. Generative AI and the Creative Expressions of Students in Higher Education Institutions. Previous research has highlighted the multifaceted nature of generative AI and human creativity, as well as the creative expressions of students. This systematic literature review was conducted according to the PRISMA guidelines, which analysed the use of generative AI and its influence on students' creativity. The review identified assessment integrity and ethical and pedagogical issues associated with this new learning and teaching tool, generative AI.

Educators and researchers agree that creativity is relevant in higher education as it catalyses intellectual development and problem-solving (Martin & Norman, 2006; Jahnke & Liebscher, 2020; Zawacki-Richter et al., 2019; Jackson, 2023). Rahman (2017) and Tanggaard (2018) further contend that creativity is the foundation for discovery and innovation, equipping students with the ability to generate novel ideas and solutions. Similarly, Egan et al. (2017) emphasise that creativity is an essential 21st-century skill, underscoring its significance in preparing students for the challenges of the modern workplace. A study conducted by Ensari and Alay (2017) examined 264 students at Istanbul Foundation University and found a significant positive correlation between innovation tendencies and entrepreneurial potential, both of which are closely tied to creativity.

In addition, students' engagement in artistic pursuits in higher education (HE), such as creative writing, music, painting, dramatic arts, literature, and theatre, has significantly contributed to innovative development and student well-being (Egan et al., 2017b). However, the rise of disruptive technologies like ChatGPT challenges conventional definitions of creativity by providing automated, rapid solutions with minimal human effort. (Vicente-Yagüe-Jara et al., 2023; Moruzzi, 2025). As a result, the validity of the authenticity of the creative process and the nature of intelligence itself have come under scrutiny in higher education (HE) (Gravel et al., 2023; Mahama et al., 2023; Vidani, 2024). This digital shift has ignited an educational dilemma regarding how creativity should be assessed in 21st-century higher education (Alencar et al., 2017; Ehtiyar & Baser, 2019; Gaspar & Mabic, 2015). This section introduces the theoretical framework, followed by discussions on the intersection of generative AI and human creativity, and then the application of generative AI to students' creative expressions.

Theoretical Framework

For this study, the Evolutionary Theory of Creativity serves as the underlying theoretical framework (Kozbelt, 2019). A psychologist, Dr. Howard Gardner, developed the theoretical framework of the "Evolutionary Theory of Creativity". Technological advancements and met

cognition processes have long shaped the connection between higher education and the development of creativity (Martin & Norman, 2006; Wing, 2008; Gabora & Kaufman, 2011; Rae, 2023). The study uses Computational Thinking Theory (CTT) and Evolutionary Theory of Creativity (ETC) to analyse how Artificial intelligence influences creativity in university environments. Emphasising a systematic problem-solving mechanism through pattern recognition, abstraction, and algorithmic thinking, the Computational Thinking Theory (CTT) postulates that it fosters creative innovation in educational contexts, enabling students to generate and refine novel ideas through logical reasoning and computational methods (Wing, 2006; Wing,

Complementing this, the Evolutionary Theory of Creativity (ETC) posits that the creative process mirrors biological Darwinian principles grounded in variation, selection, and retention. Simonton (1999) claims that creativity emerges through the generation of ideas (variation), critical evaluation, the selection of the most promising concepts, and the preservation and application of these novel ideas for future use (retention). This iterative model fuels a divergent thinking metacognition process, enabling students in higher education to generate multiple solutions to a problem (Marini, 2017). In other words, CCT provides a structured problem-solving framework that guides students in systematically organising and developing their ideas. At the same time, ETC offers the evolutionary adaptation of student creative ideas through a divergent thinking process. Integrating these two models, the study explores the implications of AI models, such as ChatGPT, in fostering creative learning environments or hindering the creative process in higher education (HE). Hence, the following paragraphs commence with human creativity and students' expressions, followed by human creativity and generative AI, with an emphasis on higher education institutions.

Human Creativity

To understand whether generative AI positively or negatively influences human creativity, one must establish the framework of what human creativity is and whether generative AI will blur the line between students' independent expressions. Zwir et al. (2022) found that over 200 unique non-protein-coding genes in modern humans contribute to self-awareness, creativity, prosocial behaviour, and healthy longevity. Creativity is an innate biological feature of all modern humans, so what is creativity? Zwir et al. (2022) opined, "Creativity can be succinctly defined as the use of imagination or original ideas to achieve valued goals" (p. 356). Zwir et al. (2022) formulated their perspective on creativity by drawing on the works of Sternberg (1988) and Stevenson and Lindberg (2010). Holm-Hadulla (2020) opined, "Creativity is the ability to produce something novel and useful that is a valuable contribution to a specific domain" (p. 616). Holm-Hadulla's (2020) perspective adds 'novel' to the definition of creativity, which is characterised as original or previously uncreated, endorsed by Liu et al. (2021) and Habib et al. (2024). Habib et al. (2024) expanded the concept of creativity from mere originality to originality and effectiveness. Therefore, creativity drives human progress, and this issue persists as researchers strive to understand the creative process (Hennessey & Amabile, 2010).

Zwir et al. (2022) further stated that Guilford and Torrance developed psychometric tests to measure the creative aspects of intelligence, focusing on divergent thinking in verbal and pictorial tasks (p. 356), suggesting that creativity has both biological and psychological factors (Harrington, 1990; Guilford, 1950; Plucker & Renzulli, 1999; Runco & Jaeger, 2012). Based on the perspectives of Zwir et al. (2022), creativity, as well as other adaptive abilities, can evolve and develop over time, a finding that aligns with other studies (Cicchetti & Rogosch, 1996; Hill & Zhang, 2012; Wang et al., 2020; Wright, 1982). With evidence that creativity and other adaptive abilities can evolve and develop, O'Toole and Horvát's (2024) work, which suggests that AI can extend human creativity, adds a dimension to the role of generative AI on human creativity and students' expression. A study by Blok (2022) examined the role of human creativity in human-technology relations, offering an interchangeable association between technology and human creativity. Those studies laid the groundwork for a two-sided discussion on the influence of generative AI on human creativity and students' independent expressions. According to Runco and Jaeger (2012), creativity is an honest expression" (p. 92). The definition of creativity by Runco and Jaeger (2012) highlights the need to examine the role of generative AI on human creativity, particularly in the context of students' creativity and independent expressions.

Upon reviewing the literature on human creativity and generative AI, particularly in the context of education, this topic appears inconclusive (Ding & Li, 2025; Lassig, 2020). According to Ding and Li (2025), "We find that current GenAI can make only incremental discoveries but cannot achieve fundamental discoveries from scratch as humans can." (p. 1). The perspective of Ding and Li (2025) highlights that generative AI can influence human creativity, but it also suggests that human creativity extends beyond the confines of generative AI. Generative AI can provide a foundation for human knowledge or access to knowledge space, rather than authentic scientific inquiry (Ding & Li, 2025). The perspective of Ding and Li (2025) contrasts with that of Zhou and Lee (2024), who believe that generative AI enhances human artistic expression by producing digital artworks. There are two sides to the role of generative AI in human creativity. Human creativity appears to be a complex phenomenon (Ludwig, 1992), and its influence cannot be easily dismissed without a comprehensive examination of whether generative AI can influence this issue and students' independent expressions before concluding the role of generative AI in academic work. A study by Francis et al. (2025) provides higher education institutions with guidelines for balancing the use of generative AI and students' work, given the interrelationship between the two phenomena. Those recommendations will protect and maintain academic integrity while fostering human creativity among the students in this era. As such, the next section will further examine the interrelationship between generative AI and human creativity, specifically its impact on students' creativity and expressions in higher education institutions.

Generative AI and Human Creativity

Having established what constitutes human creativity, the next aspect of this literature review is the relationship between generative AI and human creativity. Zhou and Lee (2024) discussed the synergistic relationship between generative AI and human creativity, which sets the framework for the two-sided effect of both concepts. Creativity is about novelty (both in

content and visual aspects), and Zhou and Lee (2024) suggest that this is diminished when generative AI is combined with human creativity. In contrast, novelty increases over time with the augmentation of generative AI (see also Horton et al., 2023; Pulendran, 2025). They provided a figure of the effect of generative AI on human creativity, which increases it by 25%. Zhou and Lee (2024) did not report a decline in human creativity with the augmentation of generative AI; however, the general perspective of an inverse relationship between the two concepts aligns with other studies. (Eapen et al., 2023; Zhu & Zou, 2023).

In an experimental design of 124 university students, Zhu & Zou (2023) found that “participants’ self-rated skills in creativity and actual performances in a modified creativity potential task rose, while their self-rated skills in communication, willingness-to-pay (WTP) for ChatGPT access in a future task, and concern and excitement about AI’s creativity, all dropped” (p. 1). The previously mentioned scientific evidence-based finding supports the two-sided effect of generative AI on human creativity. One study found no qualitative relationship between generative AI and human creativity (Haase & Hanel, 2023). However, they found that “Interestingly, 9.4 % of humans were more creative than the most creative GAI, GPT-4” (p. 1). This fact does not mean that generative AI does not influence human creativity; however, Haase and Hanel (2023) found that it does aid creativity. Haase and Hanel’s findings (2023) highlight some challenges in the intersection of augmented generative AI and human creativity.

Eapen et al. (2023) went on to describe some of the challenges associated with augmented generative AI and human creativity, including “...influx of ideas, the inability of domain experts to embrace novel concepts, the difficulty in refining vague ideas into actionable plans, and the struggle to integrate diverse customer requirements into viable solutions” (p. 1). They did not stop there as some positives were identified, including “...fostering divergent thinking, challenging existing biases, aiding in the evaluation of ideas, enhancing the refinement of concepts, and promoting collaborative innovation among employees and customers” (p. 1). DiPaola et al. (2018) believed that the cross-fertilisation between generative AI and human creativity and psychological creativity is calculable. The challenge of DiPaola et al.’s (2018) optimisation algorithms was the complexity of models, and there was a problem in identifying the weight or scale contributed by generative AI to human creativity.

Despite these advancements in human creativity through Generative AI, the literature still fails to determine whether machines like Generative AI can truly match human creativity. Scholars argue that creativity is rooted in foundational human attributes such as novelty, surprise, intentionality, agency and human authenticity (Runco & Jaeger, 2012; Zhou & Lee, 2024; Moruzzi, 2025). Lacking these creative attributes, researchers argue that it should be viewed as an extension or supplement to the creative process, not an independent creator (Cheng, 2022; Gaut, 2010). Runco (2023) opined that AI possessing original creativity is a misattribution and should be referred to as pseudo-creativity. Likewise, Sarkar (2023) reviews the AI collaboration model, deeming it flawed and misleading, as its true nature aligns more closely with labour appropriation than a genuine creative partnership. Contributing to the ongoing discourse is the persistent lack of consensus among creative

researchers regarding a definite conceptualisation of creativity. Sternberg and Kaufman (2010) state that creativity is one's ability to generate novel, surprising and compelling ideas. Emphasising the cognitive and affective dimensions of creative thought.

In contrast, Gaut (2010) articulates that creativity is the ability to produce original and valuable outputs. As such, it is not solely dependent on human agency but on any agent that has the potential to make such an AI creatively. Recent research by Runco and Jaeger (2012) proposed a benchmark definition of creativity as a bipartite process, asserting that 'creativity requires both originality and effectiveness'. Still, this is not a comprehensive solution to negate the 'pseudo-creativity' of AI. Regardless of where scholars fall on the spectrum of the creativity debate, a compromise appears necessary: either we adopt an inclusive stance that acknowledges AI has creativity capabilities, or we revise the current standard definitions of creativity, illustrating a clear demarcation between authentic creativity of humans from artificial creativity exhibited by AI (Runco & Jaeger, 2012; Runco, 2023). As such, the next section of this literature review examines the interrelationship between generative AI and human creativity, specifically, general human creativity.

Artificial Intelligence and Creativity in Higher Education

Whether machines such as ChatGPT can exhibit creativity has long been a topic of intellectual debate (Boden, 2004; Bown, 2021; Goetze, 2024). This discussion predates the formal establishment of artificial intelligence as a discipline (Boden, 2004). Lovelace (1843), also known as the "Countess of Computing," argued that analytical engines could not originate novel ideas independently, as they function solely on human instructions. In contrast, John McCarthy, one of the fathers of artificial intelligence, challenged this notion in 1950, arguing that if human brains can conceive of something new, machines should also be capable of doing the same (Anderson, 2002). Contemporary research on integrating AI in higher education echoes these debates, particularly regarding students' creativity and academic originality (Ehtiyar & Baser, 2019; Cheng, 2022; Goetze, 2024; Cameron et al., 2025).

Numerous studies highlight AI's transformative potential in higher education to improve outcomes in teachings, automating administrative tasks, personalised learning, optimising resource management, reformatting assessments and fostering creativity (Martin & Norman, 2006; Ehtiyar & Baser, 2019; Chinasa T Okolo, 2023; Smolensky et al., 2023; W. Mwakapina, 2024). Vicente-Yagüe-Jara et al. (2023) found that AI integration improves the creative writing process, as illustrated by their study of AI systems and 193 students. Similarly, Li's (2025) study of 300 undergraduate students demonstrated a significant increase in students' creativity and positive perceptions of ChatGPT, using the Torrance Test of Creativity and the Thinking and Generative AI Potential Scale. Despite the benefits of generative AI, some scholars have cautioned against its potential drawbacks (Habib et al., 2024).

Conversely, some scholars and educators argue that artificial intelligence poses a more significant threat than benefit in higher education (Selwyn, 2022; Nikolić, 2023; Goetze,

2024). Cheng (2025) asserts that AI's role in music education risks undermining the creative process, as students can generate compositions with minimal input. A study across three Jamaican university students found that excessive co-dependency on AI-generated materials impaired critical thinking by 42.9%, a fundamental pillar of creative intelligence (Mimler et al., 2022), which is a prevailing concern among intellectual rigour (Elali & Rachid, 2023b; Goetze, 2024; Balalle & Pannilage, 2025). To understand the problems faced by many Jamaican educators, particularly those in higher education institutions who want to limit the use of generative AI in students' work, Miller et al.'s perspective provides a rationale for people's scepticism. They opined, "Creative expression and authorship of creative works have long been associated with humans. Artificial Intelligence (AI) algorithms, typically associated with routine tasks, are now being applied in the creative industries. While human effort is still necessary to perfect creative works done by technology, ongoing algorithmic improvements and adaptations have further advanced the creative capabilities of AI technology" (Mimler et al., 2022, p. 611). Mimler et al.'s work was a cross-sectional survey in Jamaica, providing a context for the societal issues. The challenge for educators, particularly those in higher education institutions, is to determine the authorship of students when generative AI is used to complete their work, as the individual cannot obtain a patent for AI-generated output.

According to Manditereza and Chamboko-Mpotaringa (2024), AI has a twofold effect on students' creativity- it enables and disrupts their creativity. The issue is that when generative AI allows students to be creative, how can educators assess the students' independent creativity or work? The new information revolution has brought technological advancements such as generative AI, and educators are entrapped in the 'grey area' of this revolution. The grey areas for many educators are encapsulated in a perspective forwarded by Manditereza and Chamboko-Mpotaringa (2024): "The adoption of generative AI has led to the need to understand how these advancements may shape the educational experience to develop essential skills, such as creativity." Since creativity is crucial in today's digital age, generative AI raises questions about its potential impact on the imagination. Creativity, fundamental in higher education, offers students opportunities to enhance critical thinking, problem-solving, and innovation; however, a balance is necessary between using AI tools and the human element of creativity (p. 1). A study by Aldossary et al. (2024) revealed that students indicated that generative AI aids them in understanding complex concepts, which supports the perspective of augmenting AI to improve students' creativity.

Some lecturers in higher education institutions want to endorse this new technological advancement, generative AI. However, they are questioning the assessment process and the validation of human creativity in augmenting generative AI in students' work. Smolansky et al. (2023), facilitated by generative AI, are creating an issue for traditional assessment, particularly in terms of academic integrity and students' creativity or expression. A study of 389 students and 36 educators from two universities revealed that students are divided on whether using generative AI harms their creativity or diminishes their creative expressions. This finding offers an ambiguous perspective on the discourse surrounding generative AI and students' creativity. Also, it holds the key to the challenges lecturers will encounter in

assessing academic integrity and students' independent expressions on completed and submitted assignments. A systematic literature review, conducted according to the PRISMA guidelines, analysed the use of generative AI and its influence on teaching, learning, and institutional practices, encompassing 102 articles and 37 meetings. The review identified assessment integrity and ethical and pedagogical issues associated with this new learning and teaching tool, generative AI.

Methods and Materials

Introduction

For this study, the researchers utilised Scopus, PubMed, Google Scholar, Dissertations and Theses, and Books that examine issues related to generative AI, human creativity, and the role of generative AI on students' creativity among higher education students. Page et al. (2021) provided the context for the systematic literature review and the use of the PRISMA guideline. The inclusion and exclusion criteria were 1. Articles relating to the topics of generative AI and human creativity, 2. Human creativity, and 3. The relationship between generative AI and human creativity, and 4.

Additionally, the researcher primarily used articles written within the last ten years (2016-2025), except seminal pieces or those providing significant introductory information. Articles emerged in 1950 on the founder of artificial intelligence and other AI issues. Ten articles examined matters related to the founder of AI, John McCarthy. The researcher read all the articles and employed the approach of the first one, dating back to the time of the discovery, and one by Andresen (2002), which provides a detailed discussion of the founder and critical issues related to AI.

Research Design

This study employed a cross-sectional descriptive research design. The descriptive design allowed for examining variables without manipulating or controlling them while answering the question of what rather than why (Aggarwal & Ranganathan, 2019). The correlational method enables the precise measurement of concepts, thereby providing information for meaningful comparisons. The study was conducted over four weeks (May 1, 2025, to May 1, 2025) via a web-based standardised questionnaire.

Sample Selection

This study employs purposive sampling methods. The research team sought information from lecturers employed at selected tertiary institutions across Jamaica. The study aimed to select those who completed the questionnaire, as this allowed for answering the research questions. The inclusion-exclusion criteria were: 1. currently employed in a higher education institution in Jamaica, 2. working and teaching in Jamaica, 3. at least 18 years old, and 4.

Instrumentation design

The instrument for this study is a structured questionnaire designed to assess lecturers' perceptions of generative artificial intelligence and students' creative expressions. The questionnaire is divided into four sections, each targeting specific areas related to the central theme of the research. Section 1: Demographics, Section 2: General Awareness and Use of AI, Section 3: Perceptions of AI and Student Creativity, and Section 4: Pedagogical & Institutional Responses. The questionnaire is anticipated to take approximately 15-20 minutes to complete, with 25 items. Of the 25 items, five were open-ended questions that sought to ascertain the participants' views on a specific question, and 20 items were closed-ended. Of the 20 close-ended items, five were Likert scale questions.

Participants are encouraged to take their time to reflect on each question and provide thoughtful and honest responses. They are also assured that their responses will be kept confidential and used solely for this research. The data collected will contribute to a better understanding of lecturers' perceptions of generative artificial intelligence and students' creative expressions, informing policy and intervention strategies.

Ethics Considerations

Recognising the potential reluctance of participants to disclose sensitive information related to their perceptions of AI-stemming from concerns about repercussions-the following ethical safeguards were implemented:

1. **Comprehensive Briefing:** Participants were thoroughly informed about the research's objectives, ensuring clarity on how their contributions would illuminate the critical issue of crime's impact on education.
2. **Voluntary Participation:** The study emphasised the participants' autonomy, affirming their right to withdraw at any stage without any negative consequences.
3. **Confidentiality Assurance:** While participants could choose to reveal their identities for data verification purposes, they were guaranteed absolute confidentiality-this assurance aimed to foster a trusting environment where participants felt secure in providing honest responses.
4. **Bias Mitigation:** To maintain the study's validity, measures were taken to prevent researcher bias in interpreting the data and presenting the results. This approach was crucial to ensuring that the findings authentically represented the situation on the ground.

These ethical considerations were not merely procedural but integral to the study's aim of authentically capturing the complex relationship between crime and educational outcomes among Jamaican youth.

Analysis of Data

To analyse and interpret the various data collected, the research employed simple statistical techniques and written explanations to present the results. Some examples used in analysing data are descriptive statistics, per cent, cross-tabulation, and independent sample tests.

Frequency tables were also used to represent the responses to the questionnaire. The information represented by the selected statistical tools, along with the qualitative analysis, will then be used to draw conclusions and make recommendations where necessary.

Findings

The 24 lecturers who completed the survey represent a cross-disciplinary, experienced group: two-thirds have taught for more than a decade, and 13 % for over twenty years. Every respondent has at least heard of ChatGPT, and 83 % have tried it, indicating that the sample is well-positioned to judge how generative AI intersects with creativity in higher education. Although disciplines ranged from fine arts to engineering, the pattern of answers was remarkably consistent, suggesting that concerns and opportunities surrounding AI-generated content transcend subject boundaries.

Regarding RQ 1 (Does Generative AI influence human creativity?), perceptions are decidedly mixed yet clearly confirm an influence. Almost half of the lecturers (46%) agree or strongly agree that tools such as ChatGPT *enhance* creativity, while one-third (33%) actively disagree; only one in five remain undecided. At the same time, a striking 83 % believe AI allows students to *bypass important cognitive or creative processes*, revealing an underlying worry that ease of production may short-circuit more profound thought. Taken together, these data portray generative AI as a double-edged sword-empowering for idea generation but also capable of eroding the very cognitive labour that constitutes creativity.

Survey Item	Response Options	n (24)	%
RQ 1 - AI <i>enhances</i> student creativity	Strongly agree	6	25.0
	Agree	5	20.8
	Neutral	5	20.8
	Disagree	7	29.2
	Strongly disagree	1	4.2
RQ 1 - AI lets students <i>bypass cognitive/ creative processes</i>	Yes	20	83.3
	Maybe	3	12.5
	No	1	4.2

Research Question 2

What are lecturers' views on AI-generated content and its influence on students' independent creative work?

Generative AI is viewed through a decidedly ambivalent lens. On the one hand, lecturers acknowledge concrete advantages-cleaner prose, swifter idea generation, and a broader stylistic range-yet those same affordances raise doubts about who is doing the intellectual heavy lifting. The discourse is framed less around whether AI *can* help than whether it *should* be trusted as a partner in learning rather than as a surrogate author. Responses reveal that the

debate is no longer about banning or blessing AI outright but about negotiating new boundaries for originality.

When asked which creative skills are “most at risk” from over-reliance on AI, an overwhelming majority pointed to the very hallmarks of academic authorship: personal writing voice (96 %), originality (92 %), and critical thinking (83 %). That writing voice tops the list is telling; lecturers sense that AI tends to normalise expression, erasing the idiosyncratic turns of phrase that signal ownership of ideas. Equally worrying is the perceived threat to aesthetic expression (83 %) and divergent thinking (71 %), which together suggest that educators fear a narrowing rather than a broadening of imaginative horizons.

Despite these misgivings, lecturers do notice redeeming benefits when students use AI responsibly. Roughly one-third of all benefit comments praise clearer grammar, improved articulation, or reduced surface-level errors-attributes that can free both students and teachers to focus on substance. Although minor, these clusters highlight AI's ability to spark ideas, enhance creativity by providing multiple perspectives, and save time on initial drafts. These gains, however, are portrayed as *conditional* on students remaining in control of the content-shaping process.

Plagiarism worries dominate the darker side of the ledger: half of all challenge comments invoke direct copying or unoriginal work. Superficial understanding (20%) and doubts over assessment validity (10%) follow, with lecturers recounting cases where polished AI-generated prose concealed conceptual misunderstandings. The data, therefore, portray a cautious optimism: AI can raise the floor of technical writing competence, but without thoughtful scaffolding, it risks lowering the ceiling of genuine insight.

Table 2: Summary of lecturers’ perceptions of AI-generated content and its impact on students’ independent creative work

Aspect (RQ 2)	Top Findings	n (24)	%
<i>Creative skills are perceived as "most at risk"</i>	Writing voice/style	23	95.8
	Originality	22	91.7
	Critical thinking	20	83.3
	Aesthetic expression	20	83.3
	Divergent thinking	17	70.8
<i>Benefits observed (open-ended, n = 19)</i>	Clarity / Grammar improvements	6	31.6
	Idea generation / Direction	4	21.1
	Creativity enhancement	3	15.8
<i>Challenges reported (open-ended, n = 20)</i>	Plagiarism / Originality concerns	10	50.0
	Superficial understanding	4	20.0
	Assessment validity issues	2	10.0

Research Question 3

How can generative AI be augmented in students' work?

The survey uncovers a pronounced policy vacuum. Two-thirds (67%) of lecturers report that their institution has no formal guidelines on student AI use, yet more than four-fifths (83%) say that creative assessments *must* be revised to account for AI. This disconnect has practical consequences: without clear rules, lecturers are left to improvise, resulting in inconsistent expectations that may confuse students and erode academic standards.

Lecturers outline a spectrum of strategies to safeguard authenticity while harnessing AI's strengths. The most common approach (21 %) involves redesigning assessments to emphasise process rather than product-e.g., iterative portfolios, staged drafts, or live demonstrations that require students to reveal their thinking trajectory. Reflection tasks appear in 11 % of responses, with instructors asking students to explain how AI output was selected, modified, and integrated, thus making the invisible creative labour visible.

When invited to recommend institutional actions, the loudest call is for a formal AI policy (37 %). Such a policy is envisioned as more than a prohibition list; lecturers want explicit citation norms, ethical guidelines, and defined consequences for misuse. A second cluster (21% combined) advocates for complementary measures-frameworks or guidelines that outline best practices, explicit teaching of AI literacy, and limited deployment of detection tools. The emphasis is less on punitive monitoring than on promoting responsible and transparent use.

Taken together, the data imply that successful augmentation hinges on a dual track: (1) institution-level structures (policy + guideline + literacy training) to set expectations, and (2) classroom-level pedagogies (process-centred assessments + reflective commentary) to ensure that students remain active, creative agents. In this model, AI becomes a scaffold-valuable for brainstorming, refining, and expanding ideas-but not the architect of the final intellectual edifice.

Aspect (RQ 3)	Response Options / Theme	n	%
<i>The institution has an AI policy</i>	No	16	66.7
	Yes	6	25.0
	Maybe	2	8.3
<i>Creative assessment should be revised</i>	Yes	20	83.3
	Maybe	2	8.3
	No	2	8.3
<i>Strategies used to foster authentic creativity</i> (open, n = 19)	Assessment redesign/ process focus	4	21.1
	Reflection/commentary tasks	2	10.5
	In-class competency exercises	2	10.5
<i>Recommendations for integrating AI</i> (open, n = 19)	Establish a formal AI policy	7	36.8

	Citation & ethical guidelines	2	10.5
	Framework/guideline documents	2	10.5
	AI-literacy training for staff/students	1	5.3
	Deploy AI-detection tools judiciously	1	5.3

Discussion

Research Question 1: Does Generative AI influence human creativity?

The data gathered from lecturers across diverse disciplines demonstrate that generative AI has an apparent but contested influence on student creativity. Nearly half of the respondents (46%) acknowledged that AI tools such as ChatGPT can enhance creative expression by improving fluency and offering novel ideas. However, a significant 83% believed that such tools also allow students to bypass the cognitive and metacognitive labour central to authentic creative output. This finding is consistent with the literature, which has long debated the dual nature of AI in learning. While some scholars argue that AI can stimulate creative ideation through interactive prompts and multilingual capabilities (Holmes et al., 2022), others warn that it may replace rather than support the intellectual struggle from which originality emerges (Kormos & Csizér, 2023). In Jamaica, where access to digital tools remains uneven, this tension is exacerbated by the risk of prioritising surface-level proficiency over in-depth creative thinking.

Research Question 2: What are lecturers' views on AI-generated content and its influence on students' independent creative work?

Lecturers' perceptions of AI-generated content were shaped by an ambivalence that reflects international concerns about authorship, voice, and the erosion of independent thought. While AI tools may offer grammatically refined output and support initial idea development, they also risk diluting students' academic identity. An overwhelming majority identified writing voice (96%), originality (92%), and critical thinking (83%) as the creative skills most threatened by overreliance on AI. These insights resonate with Cotton et al. (2023), who warn that AI tends to flatten stylistic nuance and promote standardised prose that undermines students' expressive autonomy. In the Jamaican context, this has implications for developing higher-order thinking in students, many of whom are still navigating academic conventions. Without deliberate pedagogical interventions, AI may exacerbate dependency and inhibit students' capacity for independent synthesis and reflection.

Research Question 2 (continued): What challenges and opportunities arise from AI-generated content?

The perception of AI's utility is conditional mainly. While some lecturers viewed AI as a helpful scaffold for improving clarity, coherence, and grammar-potentially empowering students who struggle with language barriers-others raised grave concerns about plagiarism

and superficial understanding. These risks are well documented in the literature. Seldon and Abidoye (2018) argue that AI tools can mislead educators by producing polished but conceptually shallow responses. Similarly, Wang and Littlewood (2021) found that students may substitute AI-generated content for original thought when assessments prioritise form over process. In Jamaican higher education, where written expression is a critical mode of assessment, this dynamic complicates traditional measures of academic integrity. The findings suggest that while AI may raise the technical baseline, it may simultaneously lower the ceiling of deep learning if its use remains unregulated and opaque.

Research Question 3: How can generative AI be augmented in students' work?

Lecturers widely acknowledged the absence of institutional structures guiding student use of AI. Two-thirds of respondents indicated that their institutions lack formal policies, yet 83% agreed that assessment design must evolve to address the new AI landscape. This disconnect highlights the urgent need for policy innovation. UNESCO (2021) has called for comprehensive frameworks that balance ethical concerns with pedagogical innovation, particularly in regions such as the Caribbean, where policy development often lags behind technological adoption. In the absence of clear institutional guidance, lecturers in Jamaica are left to improvise, creating inconsistent expectations that can confuse students and dilute academic standards. The lack of systemic coherence also exposes institutions to reputational risks and undermines the credibility of assessment outcomes.

Research Question 3 (continued): What strategies can support responsible integration?

Lecturers proposed a dual strategy of institutional policy and classroom-level pedagogy to manage AI's role in student work. The most frequently cited classroom strategy was assessment redesign focused on creative processes rather than final products, such as staged drafts, live demonstrations, and reflective commentary. These approaches align with global recommendations that suggest deep learning occurs when students are asked to narrate their thinking and decision-making processes (Luckin et al., 2016). At the institutional level, calls for formal AI policies included not just prohibition or detection tools but ethical guidelines, clear citation standards, and AI literacy training. Such a model reflects best practice from jurisdictions where AI is already embedded in teaching and learning, and it positions Jamaican universities to create a distinctive, culturally responsive framework for AI integration.

Synthesis across Research Questions

Taken together, the findings across all three research questions point to a delicate balance between risk and opportunity. Generative AI is influencing creativity in complex ways-it can support ideation and lower barriers to expression, but it also threatens the development of independent thought, stylistic voice, and originality. The Jamaican lecturers in this study are not inherently resistant to AI, but they are deeply concerned about its potential misuse and the lack of institutional safeguards in place. A national dialogue is necessary to develop ethical, pedagogically sound, and contextually sensitive approaches to AI in higher education. This matter includes formal policies, AI-integrated curriculum reform, educator training, and

student empowerment. AI must be positioned as a collaborator, not a creator-a tool that enhances rather than replaces the uniquely human capacities of thought, imagination, and expression.

Conclusion

This study examined the perceptions of Jamaican higher education lecturers regarding the role of generative artificial intelligence (AI) in fostering student creativity, promoting independent academic work, and informing curriculum design. The findings confirm that generative AI is both welcomed and feared, viewed as a tool that can catalyse ideation and improve technical expression, yet simultaneously suspected of short-circuiting critical thinking and undermining originality. While nearly half of the respondents acknowledged its creative potential, the majority expressed concern that students may bypass crucial cognitive processes, echoing global fears about AI's erosion of human intellectual labour (Holmes et al., 2022; Kormos & Csizér, 2023).

Lecturers also voiced strong concerns about the influence of AI-generated content on student independence and authorship. Writing voice, originality, and divergent thinking were identified as skills most at risk, revealing that the academic identity of students may be threatened when AI is used without structure. The results suggest that AI is no longer a hypothetical disruptor but an active presence in classrooms, one that is shaping both student output and lecturer expectations. In the absence of clear institutional policies, educators are left to navigate this complex terrain individually, resulting in inconsistent practices and blurred lines around academic integrity.

The findings also reveal a consensus that current assessment models are ill-equipped to manage the growing presence of AI. Lecturers strongly advocated for the redesign of creative assessments and the introduction of process-oriented and reflective tasks that foreground students' decision-making and critical input. Furthermore, the absence of formal institutional AI guidelines, reported by over two-thirds of respondents, points to a troubling policy vacuum that requires immediate attention. Without institutional leadership, the risks of plagiarism, learning shallowness, and inequitable practices are magnified.

Ultimately, this study confirms the pressing need for a national and institutional response to AI in Jamaican higher education. AI is not a passing trend but a transformational force, and its integration into academic culture must be intentional, ethical, and pedagogically sound. The dual nature of generative AI-as both a threat and an opportunity-requires a similarly dual-pronged response: one that establishes formal policy frameworks at the institutional level, and one that equips educators to harness AI responsibly at the classroom level. The Jamaican context, with its unique socio-cultural and technological constraints, necessitates a home-grown approach to managing AI's role in creative education.

Recommendations

1. Develop a National Policy Framework on AI in Education

2. The Ministry of Education and Youth, in collaboration with higher education institutions and AI experts, should lead the development of a national AI policy that addresses ethical use, academic integrity, intellectual ownership, and cultural relevance. The policy must include clear guidelines on acceptable AI use, citation protocols, and consequences for misuse of AI. This policy should be adaptable across institutions but rooted in Jamaican educational values and realities (UNESCO, 2021).
3. Institutional AI Guidelines and Literacy Programmes
4. Universities and colleges should establish formal institutional guidelines governing the use of AI in academic work as soon as possible. These should be supported by AI literacy programmes for staff and students, focusing on the responsible use of AI for brainstorming, drafting, and critical analysis. Training should equip lecturers to redesign assessments and to recognise AI-generated content effectively, while also fostering students' understanding of ethical academic conduct (Luckin et al., 2016).
5. Redesign Assessments to Emphasise Process and Critical Reflection
6. Academic assessments should shift from final-product evaluations to process-centred models that require students to demonstrate iterative thinking and authorship. Examples include multi-stage writing assignments, annotated reflections on AI-assisted drafts, and live presentations. These designs are more complex to automate and better reflect students' independent learning (Wang & Littlewood, 2021).
7. Encourage Contextual Research on AI in Jamaican Classrooms
8. Further qualitative and longitudinal studies are needed to investigate how generative AI impacts learning outcomes across various disciplines and demographics in Jamaica. Locally grounded research will offer critical insight into the socio-cultural, infrastructural, and pedagogical nuances that shape AI adoption and its impact on creativity and critical thinking.
9. Foster Collaborative Communities of Practice
10. Higher education institutions should form cross-disciplinary communities of practice for staff to share strategies, resources, and ethical dilemmas related to AI. These collaborative spaces would promote consistency in approach and support lecturers in navigating AI integration without stifling student innovation or expression.
11. Balance Innovation with Safeguards
12. Finally, AI tools should be introduced as creative scaffolds, not surrogates for thought. AI detection tools may play a supplementary role but must not replace formative, trust-based pedagogy. The overarching goal should be to empower students to use AI as a copilot, supporting creativity rather than replacing the authorial self.

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Appendix

AI Integration Model for Higher Education (AIM-HE)

1. Pedagogical Integration

Focus: Teaching, Learning, Assessment

Component	Description	AI Applications
Curriculum Enhancement	Embedding AI literacy and competencies into all disciplines	AI literacy modules, cross-disciplinary AI projects
Adaptive Learning Systems	Personalising learning based on student needs and performance	AI-driven tutoring (e.g., Squirrel AI), personalised feedback
Assessment & Grading	Automating evaluation and feedback processes	AI-powered essay graders, plagiarism detection
Virtual Classrooms	Enhancing access and interaction through intelligent environments	AI TAs, chatbots, voice-to-text lecture transcription

2. Administrative Integration

Focus: Institutional Operations and Student Support

Component	Description	AI Applications
Enrollment & Admissions	Streamlining candidate evaluation and communication	Predictive analytics for success, AI chatbots
Advising & Support Services	AI-enhanced student advising, mental health screening	AI mental health bots (e.g., Woebot) and academic advising assistants
Operations & Planning	Data-driven decision-making for institutional management	Predictive models for retention, course demand forecasting
Accessibility Services	Enhancing access for students with disabilities	Text-to-speech, real-time captioning, and AI interpreters

3. Research Integration

Focus: Supporting Faculty and Student Research

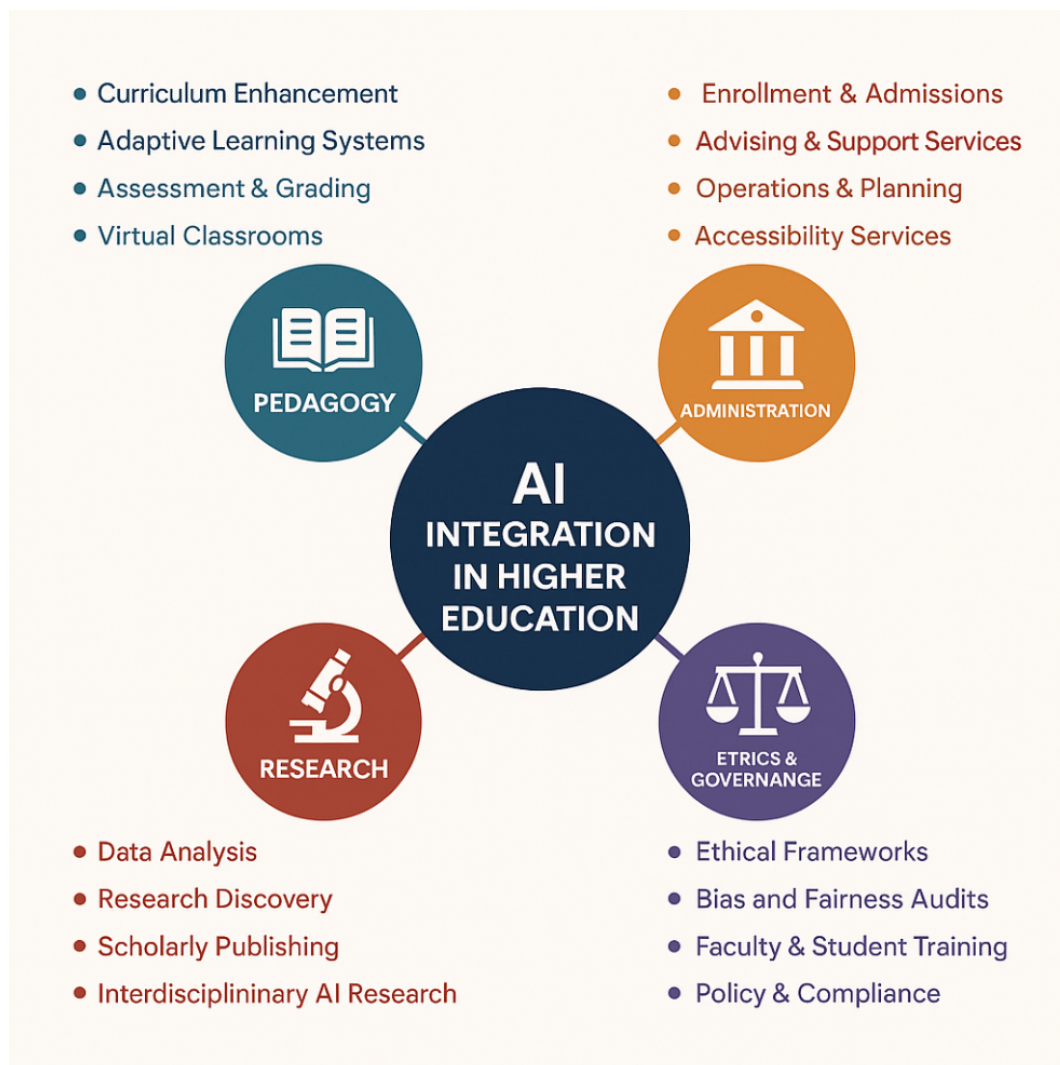
Component	Description	AI Applications
Data Analysis	Enhancing capacity for complex data handling	NLP for literature review, AI in data cleaning
Research Discovery	Accelerating hypothesis generation and insights	Generative AI for research proposals, AI-assisted simulations
Scholarly Publishing	Supporting content creation and peer review	AI-generated abstracts, journal selection algorithms
Interdisciplinary AI Research	Creating hubs where AI is both a tool and subject of inquiry	AI and humanities, AI and medicine labs

4. Ethics & Governance

Focus: Responsible Use, Equity, and Policy

Component	Description	AI Applications
Ethical Frameworks	Creating guidelines for the ethical use of AI	Institutional AI ethics boards, bias audits
Bias and Fairness Audits	Ensuring equity in AI-driven systems	Regular AI bias assessments in grading, admissions
Faculty & Student Training	Upskilling for ethical and informed use	Workshops and certifications on AI literacy
Policy & Compliance	Meeting legal and academic standards	FERPA/GDPR compliance in AI tools

Model Lifecycle Approach



Intellectual Integrity & Creativity

Focus: Safeguarding academic honesty and fostering original thought in an AI-rich environment.

Component	Description	AI Applications & Interventions
Plagiarism Detection & Prevention	Using AI to detect unoriginal content while also teaching proper citation	AI tools (e.g., Turnitin, GPT detectors), automated citation coaching
Generative AI Literacy	Teaching students how to use AI for ideation, not substitution, responsibly	Workshops on AI boundaries, use-case analysis, and transparency norms
Creativity Augmentation	Leveraging AI to support and not replace creative thinking	AI as co-author, idea generator, or design tool under faculty guidance
Academic Integrity Policies	Updating guidelines to reflect AI usage, authorship, and originality	Clear institutional policies, AI-specific honor codes
Human-AI Collaboration Ethics	Encouraging ethical, productive synergy between students and machines	Rubrics for evaluating human contribution, guided AI use protocols

Appendix:

Lecturers' Perceptions of Generative Artificial Intelligence and Student Creativity in Higher Education: Implications for Policy Development Survey

This study, 'An Examination of University Lecturers' Perception of Artificial Intelligence-Generated Content on Students' Creative Expression,' aims to investigate the challenges posed by AI on students' creativity and provide a potential framework for addressing this phenomenon. Your participation is voluntary, and your responses will be kept confidential. You may opt out at any time. This survey will take approximately 10 minutes, plus or minus 5 minutes.

By selecting "Yes" below, you indicate that you understand the nature of this study and consent to participate.

Question:

- **Do you consent to participate in this research?**
 - Yes
 - No

Instruction

No wrong or correct answers to this survey/study exist, so you can honestly respond to each question. You may select the option that best reflects your response to the question.

Section 1: Demographics

1. What is your age range?
 - 25-34
 - 35-44
 - 45-54
 - 55+
2. Gender:
 - Male
 - Female
 - Non-binary / Prefer not to say
3. What is your academic rank/position?
 - Assistant Lecturer
 - Lecturer
 - Senior Lecturer
 - Professor
 - Adjunct Faculty
 - Other (Please specify)
4. Which academic discipline do you primarily teach in?
 - Humanities (history, philosophy, literature, languages, and religion)
 - Education
 - Social Science (cultural (or social) anthropology, sociology, psychology, political science, and economics)
 - Business
 - Fine Arts (creative expressions, like painting, sculpture, and music)
5. Which university or tertiary institution do you work with?
 - Church Teachers' College
 - Excelsior Community College
 - Knox Community College
 - Northern Caribbean University
 - University College of the Commonwealth
6. How many years have you been teaching at the university level?
 - Less than 5 years
 - 5-10 years
 - 11-15 years

- 16+ years

Section 2: General Awareness and Use of AI

7. What is Artificial Intelligence (AI)?

- A field of computer science focused on creating machines capable of performing tasks that typically require human intelligence, such as learning, reasoning, and problem-solving.
- A field of computer science focused on creating machines capable of performing tasks that typically require human intelligence, such as learning and reasoning.

8. Are you familiar with generative AI tools such as ChatGPT, DALL·E, or Google Gemini?

- Yes
- No

9. Have you ever used generative AI tools like ChatGPT, DALL·E, or Google Gemini?

Details	Yes	No
ChatGPT,		
DALL·E,		
Google Gemini		

10. How frequently have you used generative AI tools like ChatGPT, DALL·E, or Google Gemini?

Details	Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
ChatGPT,						
Google Gemini						

11. Have you ever used AI-generated tools in your teaching or research?

- Yes, regularly
- Yes, Occasionally
- No, but I am aware of them
- No, not at all

12. Have your students submitted assignments you suspected were influenced by or generated with AI tools?

- Yes
- No
- Not sure

Section 3: Perceptions of AI and Student Creativity

13. State your level of agreement with this statement: 'AI tools such as ChatGPT enhance student creativity'

- Strongly disagree
- Disagree
- Uncertain

- ☐ Agree
- ☐ Strongly agree

14. State your level of agreement with this statement: 'AI-generated content undermines the authenticity of students' creative expression.'

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Uncertain
- ☐ Agree
- ☐ Strongly agree

15. Do you think AI tools enable students to bypass essential cognitive or creative thinking processes?

- ☐ Yes
- ☐ No

16. State your level of agreement with this statement: 'AI tools allow students to bypass important cognitive or creative thinking processes.'

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Uncertain
- ☐ Agree
- ☐ Strongly agree

17. Which creative skills are most at risk due to over-reliance on AI-generated content?

18. *(Check all that apply.)*

- Originality
- Critical thinking
- Divergent thinking
- Aesthetic expression
- Writing voice/style
- None

19. What benefits, if any, have you observed in students' work when they use AI tools responsibly?

20. What challenges or concerns have you encountered in assessing student work in the age of AI?

21. In your opinion, should universities revise the definition of creativity to include AI-generated content? Why or why not?

Section 4: Pedagogical & Institutional Responses

22. Does your institution have a policy or guideline regarding the use of AI tools, such as ChatGPT, by students?

- Yes
- No
- I do not know

23. Should creative assessment methods in higher education be revised in light of AI-generated content?

- Yes
- No
- Not sure

24. Despite the availability of AI, what strategies do you use to encourage authentic creativity in students' work?

25. What recommendations would you give for integrating AI into higher education without compromising student creativity?
