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AI in Academic Writing: Theoretical Perspectives and Classroom Insights for Ethical Pedagogy

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ABSTRACT

The rise of AI-powered writing tools presents both opportunities and challenges for higher education, particularly in relation to critical thinking, originality, and academic integrity. This paper presents a theoretical examination of how AI is transforming academic writing and the skills students must acquire to engage with it critically. Drawing on current research, this discussion explores how AI can enhance fluency and efficiency but may also diminish independent analysis, creativity, and sustained engagement. Issues of authorship and plagiarism are examined, with attention to the limitations of current detection systems and their implications for the design of assessments. While primarily conceptual, the paper integrates insights from classroom practice to illustrate how AI can be integrated ethically and pedagogically into English language teaching. It proposes strategies for guiding students toward responsible use of AI while rethinking assessment in ways that uphold academic integrity and foster authentic demonstrations of knowledge. By reframing pedagogy through both theoretical reflection and practical considerations, the session contributes to an emerging dialogue on preparing learners to think critically and act ethically in the age of AI.

Keywords: Academic Integrity; Assessment; Critical Thinking; Higher Education; Metacognition