Artificial Intelligence in Distance Education: Student Perceptions and Attitudes

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Abstract:

Artificial Intelligence (AI) is increasingly integrated into distance learning environments, transforming the way learners interact with content, instructors, and one another. Beyond traditional online or virtual classrooms, the emergence of AI-powered learning environments is reshaping the landscape of education. In both synchronous and asynchronous formats, AI enhances the speed and accessibility of learning by providing tailored support and instant information retrieval. This study investigates the perceptions and attitudes of 200 university students regarding the integration of AI in distance education. Findings reveal a complex mix of enthusiasm and concern. While many students view AI as a helpful tool that supports homework, improves learning efficiency, and provides instant access to information, others express mistrust and ethical apprehension. Gender-based differences are evident in trust levels, and while a majority of participants believe AI is intelligent and valuable, a significant portion also expresses concerns about its potential to control human behavior. These findings underscore the importance of transparent and ethical AI practices in education, as well as the need for greater learner involvement in shaping the implementation of such technologies.

Keywords:

Artificial Intelligence, Distance Education, Perceptions, Attitude.