

## AI AND FAN FICTION CREATIVE WRITING: CROSS-DISCIPLINARY PERSPECTIVES

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**Abstract:** This research investigates the integration of artificial intelligence (AI) in a master's level creative writing course focused on fan fiction, exploring how AI tools shape student perceptions of creativity, ethics, and authorship. In an educational landscape transformed by digital technologies, AI offers both powerful support for creative expression and new ethical dilemmas. By means of a transdisciplinary approach, 20 students from diverse humanities backgrounds engaged in writing exercises enhanced by the optional use of AI tools such as text generators, grammar correctors, and image creators. The course emphasized reflection on the potential of AI in storytelling, requiring students to actively craft multiple drafts and present final projects through a critical lens. Findings reveal a spectrum of attitudes, from enthusiasm to scepticism, with students acknowledging AI's potential to boost productivity while expressing concerns over authenticity, integrity, and the loss of personal voice. The study also highlights how media portrayals and institutional ambiguity further complicate student understanding of AI's place in creative academia. Drawing on both qualitative feedback and class observations, the research illustrates how structured pedagogical frameworks can guide students in using AI as a collaborative partner rather than a creative replacement. Ultimately, this research contributes to ongoing debates about AI's evolving role in higher education, advocating for balanced integration that preserves human agency and fosters responsible, reflective use of emerging technologies in literary practice.

**Keywords:** Academic integrity, artificial intelligence (AI), creative writing, ethics in education, fan fiction

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## **1. Introduction**

Artificial intelligence (AI) has swiftly evolved into an essential force, catalysing profound changes across a multitude of sectors, from media and industry to production, administration, and education. By automating tasks that are dangerous, repetitive, or time-consuming, AI offers unprecedented opportunities to boost efficiency, reduce operational costs, and elevate overall productivity. In the realm of education—especially in the wake of the COVID-19 pandemic—AI has significantly reshaped the learning landscape, transforming the way knowledge is acquired, making it more dynamic, tailored, and accessible than ever before. In creative writing, AI has emerged as a powerful tool, not only fostering innovation but also introducing entirely new modes of expression. However, with these groundbreaking advancements come complex ethical considerations, igniting debates over issues of integrity, authorship, and intellectual property. As AI continues to redefine creative practices, it prompts critical questions about the intersection of technology and human creativity.

In a qualitative study based on the views of 37 writers, Behrooz et al. (2024) highlight that a major point of contention during the recent Writers Guild of America's strike was the use of AI. Writers—ranging from amateurs to professionals, including screenwriters and novelists—expressed concerns that their livelihoods and creativity were threatened by AI-generated content. Their findings revealed that as AI-generated works become increasingly sophisticated, institutions must establish clear guidelines on the responsible use and management of such technologies.

Contemporary media representations have further shaped and, in many cases, complicated public discourse around AI. By amplifying sensationalist narratives, exaggerating potential risks, and perpetuating misinformation, these portrayals often obscure the nuanced realities of AI development and deployment. Such distortions may hinder meaningful reflection on the actual implications of AI and limit productive engagement with its potential.

This research seeks to respond to these challenges by examining how AI influences creative writing within a tertiary-level fan fiction course. Specifically, it explores how students engage with AI in the context of storytelling and self-expression, and how they perceive its impact on creativity, authorship, ethics, and academic integrity. Through this lens, the investigation contributes to ongoing scholarly debates about the role of AI in creative and educational practices, while also offering insights into how these technologies may shape the future of human-machine collaboration in artistic expression.

## **2. The Place of AI in Academia**

AI has become integral to modern education, providing tools that enhance both teaching and learning. Adaptive learning platforms personalize instruction by analysing student performance, while automated assessment systems offer real-time feedback, allowing educators to focus on fostering critical thinking and engagement. In creative disciplines, AI-powered tools like ChatGPT, Grammarly, and DeepAI help students brainstorm, refine ideas, and improve coherence. AI can also analyse large data sets to generate insights, enabling new research methods and innovative writing approaches.

While ChatGPT offers advantages such as time efficiency, improved precision, and consistency, it may occasionally generate content that is inaccurate or misleading (Qazi et al., 2024). Additionally, it may fall short in conveying the originality and intricate details that only human authors can provide. Therefore, it's essential to carefully weigh the advantages and disadvantages of ChatGPT-based methods before using them for generating technical content.

However, while these technologies make creative assignments more accessible, they also raise ethical concerns. In fan fiction, for example—a genre that reinterprets existing media narratives—AI can generate text that mimics a writer’s style, blurring the line between human and machine-generated creativity. If students rely too heavily on AI-generated content, they may risk losing their authentic and original voice.

The integration of AI in higher education holds great potential for enhancing the educational experience, but careful consideration is necessary to maximize its benefits while addressing the unique needs of students (Wang et al., 2023). As Tsao and Nogues (2024) argue, creative writing should be seen as both a specialized skill and a dynamic, evolving practice. They suggest that fostering self-directed and collaborative learning helps shift creativity from being an exclusive talent of a select few to a more inclusive skill that can be developed by many.

When AI functions as an intermediary in creative production, it blurs the boundaries between human and machine-generated content, thereby raising important questions about ownership, originality, and human agency in artistic expression. As AI reshapes the writing process, educators must ensure that students engage with these technologies critically, learning to navigate AI-generated suggestions thoughtfully and critically rather than passively accepting them. By integrating structured reflection and ethical considerations into writing pedagogy, students can use AI to complement their creativity, rather than replace their unique literary voice.

### *2.1 Ethical Implications and Creativity*

The integration of AI in creative writing presents a unique ethical dilemma: Exactly how much should authors rely on AI-generated content in their work? Creativity has traditionally been linked to human ingenuity, self-expression, and critical reasoning, yet AI now has the capacity to generate poetry, music (lyrics), fiction, and even scholarly essays. While this capability can serve as a valuable source of inspiration, it raises significant questions about authenticity and originality.

A study by Ippolito et al. (2022) involving 13 professional participants revealed unanimous agreement that AI-powered writing will not soon replace human writers. However, the study highlighted AI's potential to make certain aspects of the creative process easier, faster, and more enjoyable for both experienced and novice writers. Similarly, Chakrabarty et al. (2023) note the challenge of objectively evaluating creativity in writing. Inspired by the Torrance Test of Creative Thinking (TTCT) (Torrance, 1966), Chakrabarty et al. propose their Torrance Test of Creative Writing (TTCW), designed to assess creativity as a product rather than a process. Their findings emphasize the need for further research in creativity and AI.

Regarding AI’s influence on human creative agency, Watkins and Barak-Medina (2024) propose a framework outlining three key attributes of AI’s impact: (1) whether AI is perceived as a competitor or a complement to human skills, (2) its perceived effectiveness and performance, and (3) whether it is applied in high-stakes or low-stakes contexts. They further argue that AI literacy plays a crucial role in moderating these factors. Their framework is designed to (i) serve as a foundation for developing research-based strategies and tools that enhance rather than diminish human creative agency and (ii) facilitate meaningful dialogue between creativity researchers and AI developers.

While undeniably powerful, AI remains inherently limited. Unlike humans, AI cannot think, reason, or feel emotions—qualities that are central to human creativity. As Prabowo and Asmarani (2025) argue, although AI can be a valuable tool for creative exploration, it still (currently) falls short in maintaining coherence, emotional depth, and nuance. For AI to

produce truly impactful literary works, it requires significant human input to shape, refine, and guide the final output, ensuring that the creative essence of the work is preserved.

Nevertheless, a key ethical concern arises. It is worth considering whether authors should be required to disclose their use of AI and whether students ought to acknowledge its use in academic assignments. Additionally, AI-generated content often reflects biases inherent in its training data, inadvertently perpetuating stereotypes, inaccuracies, and biases. This issue is especially relevant in fan fiction, where writers build on existing narratives. If AI tools introduce distortions or biases, they could influence how students engage with and interpret the source material. A notable example of this concern is the political backlash (Pulver, 2023) and literary uproar that emerged in various online fan fiction forums in direct response to the Barbie film (Gerwig, 2023), which addressed contemporary gender issues.

## *2.2. AI and Academic Integrity*

AI's rise in higher education has intensified discussions on academic integrity. Traditionally, plagiarism involved copying from human-authored texts, but AI further complicates this definition. Unlike direct replication, AI (in its current form) synthesizes vast amounts of information from various sources to generate unique content, making it difficult to determine whether its output constitutes plagiarism. Some argue that AI use may encourage or enable academic dishonesty by allowing students to generate assignments with minimal effort, sidestepping the learning process. Others contend that AI, when used responsibly, can enhance writing by refining arguments, suggesting improvements, and fostering analytical thinking in collaboration with the user.

The real challenge lies in defining ethical AI usage—should AI serve as a tutor, a co-writer, and assistant, or merely a proofreading tool? While some universities have introduced AI detection tools to identify misuse, others emphasize the importance of ethical AI literacy over restrictive policies. Forward-thinking institutions like the University of Orléans in France, which was the first in France to create a “Charter on the Academic Use of AI” (University of Orléans, 2024), have already begun requiring explicit acknowledgment of AI use, while others are still considering and debating effective policies.

This tension between innovation and intellectual property concerns echoes longstanding debates within creative fields, such as fan fiction. As a genre, fan fiction exists in a complex legal and ethical space, straddling both creative expression and potential copyright infringement. While many works are tolerated or even encouraged by original creators, others face legal challenges, raising questions about intellectual property rights and fair use. The parallels between AI-generated content and fan fiction underscore broader concerns regarding originality, ownership, and authorship in an era where creative production is increasingly shaped by technological mediation, as evidenced by phenomena such as partially or fully AI-generated advertisements.

As AI continues evolving, educators must adapt assessment methods to balance innovation with integrity. Encouraging critical engagement, fostering responsible AI use, and redefining originality will be essential in navigating this shifting academic landscape. According to Mocanu (2024), AI offers an opportunity for both inquiry and reflection. In the context of practice and preservice teaching, however, a balanced approach is crucial—one that integrates AI-based interactions while promoting engagement in communities of practice within teacher education programs.

### 3. Methodology

#### 3.1 Fan Fiction Writing Study

This research was conducted within the context of a first-year master's level English literature course for non-specialists, consisting of nine weeks of two-hour sessions. The 2022 cohort included twenty students from various disciplines within the Humanities and Social Sciences, including Children's Literature (9 students), Philosophy (6), Spanish (3), and Classical Studies (2). The course fostered creative writing and synthetic skills by investigating the evolution of fan fiction based on books, films, and series, with attention to the word count constraints in certain fan fiction forms, as well as its complex legal and ethical dimensions—balancing creative reinterpretation with questions of copyright, intellectual property, and fair use.

Students were introduced to several fan fiction samples, research articles, and websites, such as Archive of Our Own, Fandom.com, and FanFiction.net, exploring various forms like drabbles (fan fiction initially limited to 100 words) and the Sherlock Holmes-inspired 221B ([https://bakerstreet.fandom.com/wiki/221B\\_Baker\\_Street\\_\(Sherlock\)](https://bakerstreet.fandom.com/wiki/221B_Baker_Street_(Sherlock))). They also explored the methodology behind crafting short fan fiction by examining several drabbles from <https://100wordstory.org/>.

This fan fiction-based literature course blends literary analysis with the craft of imaginative storytelling, emphasizing the importance of synthesis, precision, and conciseness in word choice, which is a transversal skill. The main objective is to encourage students to experiment with narrative forms and their constraints (such as being concise and precise with their words) while developing—and for some, discovering—their own literary voice. Students are encouraged, though not required, to use various AI-based tools to enhance their creative and writing process:

- **Plan Outline tools** to help structure ideas and guide the development of plots and characters.
- **Error Correction tools** to refine grammar and style, ensuring clarity and coherence.
- **Text-to-Image Generators** to create scenes or characters for their cover page, enhancing engagement.
- **Full Creative Writing Applications** to support generating passages, offering inspiration or overcoming writer's block.

Hesitant or reticent students are gently encouraged to test AI tools, at least for designing their fan fiction cover page. This exercise further explores AI prompt writing and the relationship between digital writing/art and image generation (Rettberg et al., 2023), all while honing skills in being concise and precise with synthetic prompts.

The course also emphasizes the ethical use of AI, encouraging students to reflect on how AI can support creativity without overshadowing or replacing personal input. Three drafts are required throughout the course, promoting creative reflection through observation, planning, and idea-sharing. These drafts offer opportunities for peer feedback, brainstorming, and classroom discussions on AI's usefulness, advantages, and disadvantages. The final version is uploaded to Moodle at the end of the semester, with the last class dedicated to a 5-minute talk, group debate, and overall feedback on the course experience.

The fundamental aim of this didactic approach is to promote innovation and to cultivate a critical consciousness regarding the ethical and responsible integration of artificial intelligence into creative, literary, and artistic domains within the academic sphere.

### *3.2 Methodological Framework*

The process for this study involved structured tasks designed to examine both the creative potential and ethical implications of AI use in fan fiction writing. Students were first introduced to the course content (available on Moodle), which emphasized fan fiction as a genre that fosters innovation and creativity within existing narrative frameworks. They then engaged in exercises designed to familiarize them with various forms and styles of fan fiction.

Initial class discussions also introduced AI-based tools—such as plan outline generators, error correction software, and text-to-image generators—as optional resources. Certain tools, including text-to-image generators, were creatively employed in the design of the course syllabus brochure, showcasing the simplicity of prompt writing and the innovative potential of AI in the production of educational materials. In the early classes, students were provided with an overview of these technologies, and throughout the semester, they were encouraged to incorporate them into their writing while reflecting on their use during weekly discussions and feedback sessions.

In the final class, students presented a five (to ten) minute talk on their overall experience of creating fan fiction, ideally incorporating at least one AI-based instrument. This was followed by debates and discussions and finally, a reflective questionnaire, which included with two control questions regarding their chosen discipline and knowledge of several commonly known AI tools, six Likert-scale questions and three open-ended short-answer questions.

The course adopted a transdisciplinary approach, combining literary analysis, creative writing, and ethical considerations related to not only fan fiction, but also AI use. This framework allowed students from diverse academic backgrounds to critically engage with AI, reshaping their initial perceptions of the technology. The inclusion of different disciplinary perspectives influenced how students viewed AI—not only as a writing aid but also as a subject for critical reflection.

AI tools were integrated into traditionally human-centred activities, such as creative writing and cover design, to explore the boundaries between human creativity and machine-generated content. By providing AI-based tools to assist with brainstorming, editing, and visualizing their work, the course aimed at fostering innovation while preserving individual creative expression. One of the key challenges, however, was maintaining a balance to ensure that AI complemented rather than overshadowed the human element of the writing process. Students were encouraged to see AI as an assistant or a collaborator, not a substitute for their creativity, with an emphasis on responsible use and ethical considerations.

## **4. Results**

The questionnaire results reveal a nuanced landscape of student perspectives on AI's role in creative writing, highlighting ethical concerns, disciplinary differences, and varying levels of comfort with AI-assisted creativity. The following sections explore key themes, including debates over originality and academic integrity, contrasts in AI adoption across fields of study, and students' evolving views on AI as both a creative tool and a potential challenge to artistic authenticity.

### *4.1. Ethical Concerns Surrounding AI Usage*

One of the most prominent ethical concerns raised by students was the potential for AI to undermine originality and authenticity in their work. In the Likert scale responses, a significant proportion of students expressed uncertainty about the boundary between AI-generated content and human-created work. Over 60% of students (12 out of 20) disagreed or

strongly disagreed with the statement, “AI tools enhance the originality and creativity of my writing,” citing concerns that reliance on AI could diminish their individual creative input. This sentiment was particularly prevalent among students in the humanities disciplines, such as Philosophy and Children’s Literature, where creativity and originality are highly cherished and valued. A quarter of the students (5 out of 20) noted that while AI could be beneficial for brainstorming ideas, it often provided suggestions that felt mechanical or formulaic, potentially stifling their creative voice.

Another ethical issue raised was related to plagiarism and academic integrity. Approximately 55% of students acknowledged anxiety and apprehension with using AI tools to generate text or refine ideas, fearing that this could be perceived as academic dishonesty. Interestingly, 100% of participants disagreed with the statement, “I feel uncomfortable using AI tools to generate significant portions of my creative work.” Despite this, some students emphasized that while AI could assist with grammar or structure, using it to generate substantial portions of their work felt like “cheating” or “dishonestly cutting corners” to accelerate the creative process. This sentiment was particularly strong among students who felt a deep responsibility to maintain academic integrity, honesty, and personal ownership of their ideas.

Despite these ethical concerns, there was considerable enthusiasm for using AI in creative writing. About 70% of students (14 out of 20) expressed satisfaction about AI’s potential to enhance their writing skills, recognizing its ability to help overcome writer’s block and generate new ideas. Tools like plan outline generators were seen as particularly valuable for organizing thoughts and developing more coherent narratives, especially in fan fiction, where reworking existing narratives can be complex. Additionally, AI’s role in visualizing characters (text-to-image tools) and scenes was well received, with students reporting that it aided in refining their creative work.

However, a minority of students expressed reluctance toward AI, particularly those who were less familiar with technology or held more traditional views on the writing process. For these students, AI was perceived as a potential threat to their creative independence. 20% of students (4 out of 20) indicated that using AI felt like a “shortcut” that undermined the effort and thought they typically put into their work. These students were more critical of AI’s impact on creative authenticity, with some even expressing discomfort when required to use AI, feeling that it detracted from the “artistic” nature of writing or creating.

It is noteworthy that 12 out of 20 students (60%), all from the Children’s Literature and Philosophy disciplines, expressed strong agreement with the statement, “I believe that using AI in creative writing is ethically acceptable if it is properly acknowledged,” highlighting a shared perspective on the ethical use of AI in creative endeavours.

#### *4.2. Disciplinary Differences in Attitudes*

Remarkably, attitudes toward AI varied across disciplines. Students from Philosophy and Literature backgrounds tended to be more cautious in their use of AI tools, expressing concerns about maintaining integrity. For these students, the act of writing was often seen as a deeply personal, reflective, and artistic endeavour, and AI was viewed as a potential intrusion into this process. Many of these students preferred to use AI for technical tasks, such as grammar correction or brainstorming, but were hesitant to rely on AI for generating substantial portions of their work.

In contrast, students from disciplines like Spanish, which focus more on culture, language and communication, were generally more supportive of and receptive to AI. For these students, AI was seen as a useful resource for enhancing efficiency and productivity.

They were less concerned with issues of originality and more focused on how AI could assist in improving the quality and structure of their writing or creativity. Some students in these disciplines even viewed AI as an assistant, helping them develop ideas that they could later refine and expand.

Additionally, the control question assessing students' prior familiarity with various AI-based tools revealed interesting patterns. At the onset of the course, 100% (20 out of 20 students) were already familiar with ChatGPT, highlighting its widespread recognition. However, familiarity with other AI tools was less prevalent: 25% (5 out of 20 students) knew of Grammarly, and 10% (2 out of 20 students) had heard of DeepAI. Three students (15%) were familiar with Gemini, while none had prior knowledge of the relatively recent AI French model developed by Mistral. These figures suggest that, while certain AI tools like ChatGPT are widely recognized across disciplines, others remain more niche or less integrated into academic or creative workflows at the time of publication of this article.

#### *4.3. Analysis of Students' Comfort Levels and Ethical Dilemmas*

The analysis of students' comfort levels revealed a significant divide between those who embraced AI as a useful tool and those who remained uncomfortable with its integration into creative tasks. For most students, the primary ethical dilemma revolved around the balance between using AI for assistance and maintaining creative ownership. While many students recognized the potential benefits of AI tools in generating ideas or refining writing, they expressed concerns that over-reliance on AI could lead to a loss of personal voice and authenticity in their work.

Students who were more comfortable with AI in creative tasks often had backgrounds in fields where technology played a larger role, and they were generally more open to incorporating AI into their creative processes. These students viewed AI not as a replacement for human creativity but as an enhancement to it, helping them overcome challenges like writer's block or repetitive tasks such as editing. On the other hand, students with a more traditional view of creativity often struggled with the idea of AI-driven writing, feeling that it undermined the uniqueness of human-generated work.

The ethical dilemmas surrounding AI usage in creative writing were also influenced by the broader societal debates around AI. Many students initially expressed confusion or frustration with the conflicting narratives presented in the media—some portraying AI and robots as “dangerous technology” that could replace human workers, while others emphasized its potential to revolutionize creativity. As a result, students often felt caught between recognizing the benefits of AI and the ethical responsibility to preserve their creative autonomy.

In addition to these broader ethical concerns, several students provided revealing personal reflections at differing moments during the course. Some of their views include:

- “I never learned how to use AI. No one taught me.” (AB – Children’s Literature)
- “AI can’t think like a human. There is no emotion.” (SD – Children’s Literature)
- “It is wrong to use it. I mean ethically.” (AB – Philosophy)
- “I asked for a plan, and I didn’t like what it proposed.” (MJ – Spanish)
- “It didn’t do what I asked it to do.” (EP– Classical Studies)
- “I prefer to be free and to create my own work.” (MG – Children’s Literature)
- “No, I never tried it. Not interested.” (JK – Children’s Literature)



- “I don’t understand the hype. I don’t need it.” (MM – Philosophy)
- “It (AI) will create many problems in our society.” (CD – Classical Studies)

Several others shared their positive experiences with AI, highlighting its ease of use and potential benefits. Some of the comments include:

- “Amazing. It’s so easy. I used it for my ending and for my cover. DeepAI text-to-image is a cool tool.” (MB – Spanish)
- “If you can search on Google, you can easily write AI prompts. But you should be careful, AI only thinks like AI.” (GBA – Children’s Literature)
- “The Text-to-Image was the best tool ever! Just look at my cover!” (SD – Children’s Literature)
- “Really easy to use – I discovered AI in this class and I think it’s great!” (AD – Children’s Literature)
- “I asked for some ideas, but this fan fiction is all my work – a great way to discover AI. Fun activity!” (AG – Philosophy)
- “AI corrected my grammar. It also changed the order of my sentences and helped me to be more precise.” (GC – Philosophy)
- “I was stuck! Then I started asking questions, I couldn’t stop. AI also gave me recipes!” (ELJ – Spanish)

These comments reflect a wide range of experiences with AI, from enthusiasm and ease of use to concerns about its limitations and ethical implications.

Overall, the findings of this study highlight the complex and sometimes ambivalent ethical landscape surrounding AI in creative writing. While students generally acknowledged the potential of AI to enhance their writing process, they also wrestled with concerns regarding authenticity, originality, and academic integrity. The differences in attitudes toward AI across disciplines mirror broader debates within education and creative industries about the role of technology in artistic endeavours. As AI becomes increasingly integrated into creative practices, it will be crucial to continue addressing these ethical concerns, ensuring that students are well-equipped to use AI responsibly and thoughtfully in their creative work.

## 5. Discussion

### *5.1. Advancing the Debate: AI's Role in the Creative Process*

The integration of AI into the humanities, arts, and creative fields has ignited substantial societal debate, particularly concerning its direct impact on education. This study, which incorporated AI into a creative writing course, adds valuable insights to these discussions by examining how students perceive and interact with AI in the creative process. Students' experiences, ethical concerns, and varied reactions to AI—ranging from enthusiasm to reluctance—reflect broader societal conversations about AI’s role in creative disciplines. As AI tools continue to evolve and become more integrated into educational practices, this study offers a unique opportunity to explore how AI is reshaping our understanding of creativity, its cultivation, and its assessment within academic settings.

One key issue raised here is the tension between AI as a tool for enhancing creativity and the fear that it may erode traditional notions of authorship and originality. In the context of creative education, this debate touches on the ethical responsibility of educators in guiding students through the complexities of AI usage. For some students, AI tools were seen as valuable assistants that could help refine their ideas and overcome writer’s block, while for

others, using AI to generate significant portions of their work felt like a dishonest form of "cheating." This aligns with broader societal concerns about the ethical implications of AI-assisted creative work, particularly regarding questions of intellectual property and the ownership of AI-generated content.

Moreover, this research highlights the increasing role of AI in higher education, especially as universities seek to integrate this technology into their curricula. While AI is often viewed as a tool that enhances efficiency and productivity, its integration into creative fields has sparked debates about the potential consequences for the development of students' creative skills. This study contributes to these debates by exploring how AI tools impact students' perceptions of their own creativity and their understanding of what it means to be an author in an age of rapidly advancing technology.

### *5.2. Implications for Teaching Methodologies and Academic Policy*

The findings of this experiment carry important implications for teaching methodologies and academic policy, particularly within the realm of creative education. First, the use of AI in the classroom challenges traditional teaching methods that emphasize the importance of individual creative processes. As AI rapidly becomes more sophisticated, educators will need to reconsider their approach to creativity and originality in academic assessments. For instance, if AI tools are seen as valuable aids for overcoming writer's block or refining ideas, educators will need to adjust their grading criteria to reflect the collaborative nature of human-AI interactions. This could involve incorporating new evaluation models that assess not only the final product but also the process by which it was created, including how students integrated AI into their work and how they critically evaluated this integration.

This shift in teaching methodologies will also require a rethinking of academic policies related to plagiarism and academic integrity. Currently, many institutions have strict policies that equate the use of external sources or tools with dishonesty unless explicitly acknowledged. As AI becomes more common in creative fields, academic policies will need to evolve to provide clear guidelines on how students should disclose their use of AI in their work. This could involve creating policies that recognize AI as a legitimate tool in the creative process, provided its use is transparent and properly credited. In this regard, educators will have to balance the benefits of AI tools with the need to maintain academic standards and integrity.

Furthermore, this study suggests that interdisciplinary teaching approaches will become increasingly important as AI-based tools are integrated into creative education. Instructors' biases toward AI will inevitably influence how they teach and shape students' perceptions, whether by encouraging AI adoption, highlighting its limitations, or expressing scepticism about its role in creative work and society at large. To foster a more balanced understanding, educators from fields such as literature, philosophy, and computer science could collaborate to develop new pedagogical strategies that address both the technical and ethical aspects of AI usage. This would ensure that students are not only trained to use AI effectively but are also equipped to critically engage with the broader ethical, social, and philosophical questions surrounding AI-assisted creativity.

### *5.3. AI-Assisted Outputs: Exploring Creativity and Originality*

One of the central issues raised by this study is the evolving concept of creativity in an AI-driven world. Historically, creativity has been regarded as a distinctly human attribute, often associated with individual expression, imagination, and innovation. However, as generative AI (GEN-AI) becomes increasingly sophisticated and capable of producing creative content and images, these traditional notions of creativity are being challenged. GEN-

AI's ability to generate original text, images, and music raises fundamental questions about what constitutes "creative work" and whether AI can truly be considered creative. For some students in this experiment, AI was seen as a tool for facilitating creativity, allowing them to explore new ideas and approaches they might not have considered on their own. For others, AI-generated content was seen as lacking depth, intentionality, and originality associated with human creativity.

This debate also extends to the question of human originality in an age of rapidly advancing quantum and GEN AI. Many students expressed initial resistance and concerns about the impact of AI on their creative autonomy, particularly when it came to generating substantial portions of their work. While AI tools were acknowledged as helpful for refining ideas (grammar and syntax) and overcoming obstacles such as writer's block, some students felt that relying too heavily on AI could compromise their originality and personal voice. These concerns reflect broader societal anxieties about the role of technology in media and creativity-based industries. As AI becomes more capable of producing 'human-like' creative outputs, there is growing concern that human creators may be marginalized or that their contributions may be devalued in comparison to AI-generated works. Furthermore, the increasing sophistication of AI raises urgent questions about the risks of disinformation, misinformation, and bias, particularly in fields where authenticity, accuracy, and ethical responsibility are paramount.

At the same time, this research suggests that AI-assisted creativity does not necessarily replace human originality but can serve as a complement to it. Rather than viewing AI as a threat to creativity, many students found ways to comfortably integrate it into their work, enhancing their creative process. For example, AI could provide word or phrase suggestions, help students (re-)organize and plan their thoughts, or generate alternative perspectives that students could then refine, adapt, and develop. This collaborative relationship between humans and AI challenges traditional ideas of authorship, blurring the lines between the creator and the AI-based tool.

These questions about creativity and originality are also intertwined with broader societal concerns about the implications of AI for industries such as publishing, journalism, and entertainment. As AI-generated content becomes more prevalent, it raises important ethical and economic questions about the value of human labour in creative industries. For example, if AI can generate articles, stories, or even music/lyrics with minimal human input, what does this mean for writers, musicians, and other creative professionals? How will intellectual property laws adapt to account for works created by AI or GEN-AI and who will own the rights to this AI-generated content?

In the context of education, these questions about creativity and originality will continue to shape how AI is integrated into curricula. As researchers and educators, it is crucial to recognize that the role of AI in creative education is not simply about replacing human creativity with machines but about exploring how technology can augment and enhance the creative process. By fostering a critical and ethical approach to AI-assisted creativity, educators can assist students in navigating the complexities of this new creative landscape and ensure that they retain their sense of authorship and originality in the face of technological advancements.

## **6. Study Limitations and Future Research Directions**

The study's findings must be interpreted with caution due to the limited number of participants (n=20). Although the cohort included students from a range of disciplines within the Humanities and Social Sciences—specifically, Children's Literature (9 students), Philosophy (6), Spanish (3), and Classical Studies (2)—the study's findings may be influenced

by pre-existing opinions, biases, and media-driven perceptions surrounding the role of AI. The distribution of students across these disciplines was somewhat unbalanced, which could have also affected the outcomes. Notably, nearly half of the group consisted of students from Children's Literature, who often held strong views on creativity and authorship, particularly in the context of literature and creative writing. These opinions may have contributed to the skewed representation within the study and shaped their perspectives on AI.

Future research should focus on expanding the sample size to include a broader and more diverse group of participants. This would provide a more comprehensive understanding of the role of AI across different disciplines. It would also be valuable to explore how AI's impact on creativity and authorship is perceived in fields outside the Humanities, such as in creative writing workshops, as well as in Engineering, Law, the Sciences, and Psychology, where the integration of AI may be viewed differently. Additionally, longitudinal studies could help assess how students' perceptions of AI evolve over time as they gain more experience and knowledge. Further investigation into how students' prior exposure to AI, such as ChatGPT, influences their attitudes could offer deeper insights into the relationship between technology and creativity. Finally, examining the role of media and societal narratives in shaping students' opinions on AI could reveal external factors that contribute to their biases and perceptions.

## **7. Conclusion**

This research demonstrates that the integration of AI into creative writing education is neither uniformly embraced nor outright rejected but rather prompts a diverse range of responses shaped by students' disciplinary backgrounds, ethical values, and personal creative processes. Central to the findings is the tension between the affordances of AI as a tool for enhancing creativity and the concerns it raises about authorship, originality, and academic integrity. These concerns are not peripheral—they reflect the broader societal ambivalence towards AI and its role in shaping human expression.

One of the study's key contributions lies in foregrounding the importance of maintaining creative agency in an AI-mediated learning environment. The pedagogical approach adopted here—anchored in Freirean principles of critical reflection and learner autonomy—helped students not only experiment with AI but also question the associated implications. In this way, AI was positioned not as a replacement for creativity, but as a catalyst for renewed engagement with the creative process.

Crucially, the research points to the need for AI literacy in teacher education. If future educators are to responsibly integrate these technologies into their classrooms, they must be equipped with both the technical knowledge and ethical frameworks necessary for doing so. This is not just a matter of digital competence—it is a matter of cultivating critical, ethically aware practitioners who can foster environments where innovation and human expression coexist.

Rather than offering a definitive stance on AI's value in education, this study argues for a balanced, critically informed approach—one that recognizes the opportunities AI presents without ignoring the challenges it introduces. As Stephen Hawking cautioned, "AI could be the best or worst thing to happen to humanity." Therefore, AI's impact will depend on how we choose to use it. As this research shows, the master's level classroom is a vital space where students can be empowered to reflect analytically, critically, and metacognitively on these choices, shaping the future of creative expression with agency, awareness, and responsibility.

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