**BEYOND THE BOOKS: THE STUDENT-LIVED EXPERIENCES IN THE WORLD OF ARTIFICIAL INTELLIGENCE**

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**ABSTRACT**

*In the realm of 21st-century education, Artificial Intelligence (AI) has undergone significant evolution, emerging as an accessible tool extensively employed by students throughout their academic journey. This study employed a descriptive qualitative research design to explore the artificial intelligence applications in students’ education, focusing on the identification of use cases, understanding student motivations, and assessing associated advantages and disadvantages. Purposive sampling was employed in selecting the five participants and semi-structured interviews were used to collect data from them. Thematization was utilized to analyze the gathered data, uncovering three primary themes: "AI the Alien Inkwell", "Dial AI: One Push of a Button!", and "Goldie in the Loop!"; each comprising three subthemes. Results indicate that students predominantly utilized generative and assistive AI tools for writing, citing convenience, efficiency, and improved comprehension as primary motivations. However, a noteworthy drawback emerged, highlighting the potential risk of overreliance on AI, which could impede genuine learning experiences. The study reveals that overreliance on AI technologies may promote a passive learning approach, in which students rely on technology to solve problems rather than actively engaging with the topic at hand. This passive approach might limit students' autonomy and problem-solving abilities, both of which are essential for academic and professional success. This study recommends that students exercise regulation in the use of AI to ensure optimal outcomes that enhance rather than compromise their learning. Additionally, it suggests that academic institutions and government entities consider establishing allowable parameters for AI use and promote real learning and academic integrity among learners.*

**Keywords:***artificial intelligence, 21st-century education, assistive, overreliance, descriptive*