



ORCID of JARH: <https://orcid.org/0009-0000-0723-9485>

DOI Number of the Paper: <https://zenodo.org/records/16108601>

Edition Link: [Journal of Academic Research for Humanities JARH, 5\(3\) Jul-Sep 2025](https://jar.bwo-researches.com/index.php/jarh/article/view/550)

Link of the Paper: <https://jar.bwo-researches.com/index.php/jarh/article/view/550>

HJRS Link: [Journal of Academic Research for Humanities JARH \(HEC-Recognized for 2023-2024\)](https://jar.bwo-researches.com/index.php/jarh/article/view/550)

AI Matters: Debunking the Myth that AI Hinders the Creative Process

Corresponding & Author 1:	Mussarat Mashhadi Shahid, Head of Writing & Communication Center, Department of Humanities, Forman Christian College University, Lahore, Pakistan, ORCID: https://orcid.org/0000-0002-2008-9079 , Email: mussaratshahid@fccollege.edu.pk
---------------------------	---

Paper Information

Citation of the paper:

(Jarh) Shahid, M. M. (2025). AI Matters: Debunking the Myth that AI Hinders the Creative Process. In *Journal of Academic Research for Humanities*, 5(3), 68–76B.

QR Code for the Paper:



Subject Areas for JARH:

- 1 Education
- 2 Artificial Intelligence
- 3 Social Sciences

Timeline of the Paper at JARH:

Received on: 18-05-2025.
Reviews Completed on: 10-07-2025.
Accepted on: 10-08-2025.
Online on: 12-08-2025.

License:



[Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

Recognized for BWO-R:



Published by BWO Researches INTL.:



DOI Image of the paper:



Abstract

The use of Artificial Intelligence (AI) in higher education creative writing courses affects learners' imagination and critical thinking skills. A prevalent view regarding the use of AI is that it diminishes creativity and struggles to capture diversity accurately. This study aims to challenge that view. It considers AI as a collaborator that improves interaction with multicultural stories, such as the "AI Enchantment" course component, where students employed AI to retell traditional fairy tales while addressing more complex socio-political issues related to gender, power, and culture. The design used was qualitative, where a sample of 30 undergraduate students from different faculties had enrolled. Methods of data collection involved students' reflections, questionnaires, focus group discussions, and the comparison of texts written by AI and students. Thematic analysis was performed to explore students' preferences between their original stories and the AI-generated versions. Students first submitted their original stories, after which AI tools like ChatGPT and Gemini were used to rewrite and improve the original versions. Some students embraced the use of AI, arguing that it enhances creativity, while others felt it restricts creative expression. The research concludes that a blended approach to instruction is necessary, integrating AI with human creativity. It also provides guidance for educators, researchers, and policymakers on how to harness AI effectively while preserving student autonomy and encouraging critical engagement in creative writing.

Keywords: Teaching practices, AI in creative writing, traditional notions on AI, artificial intelligence, creativity, Education.

Introduction

Pedagogical techniques evolve alongside technology, and the impact of AI on creativity has gained scholarly respect. According to [Coeckelbergh \(2020\)](#), life is engaged with AI at all levels, and education is no exception. The incorporation of AI into creative endeavours is controversial, resulting in debates regarding whether AI enhances creativity or serves as an obstacle ([Hamroyev et al., 2024](#)). As a critical educator, my application of AI in teaching creative writing left me in uncharted waters. This transformation in pedagogy disrupted existing teaching methodologies and brought about a rethinking of the teacher's position within an AI-empowered environment.

Traditionally, creativity is viewed as a human-centric aspect facilitated by cognitive activities such as divergent thinking ([Roberts et al., 2021](#)). The development of AI, especially in the domains of natural language processing and generative models, poses threats to that perspective by creating options for new forms of expression. The negative impact of AI on student learning is only outweighed by the possibilities it presents. When integrated with AI, students must be treated as workers, not as the antithesis to capricious human creativity, which enables teachers to foster powerful learning spaces open to imagination and critical thinking towards AI outputs.

AI is especially important to creative self-expression in education as it can be used to collaborate, give feedback, or create content that needs modification ([Haikal & Lightfoot, 2024](#)). The use of AI makes it possible to take creative risks, broaden the students' horizons, as well as enhance their willingness to try new things ([Elfar & Dawood, 2023](#); [Ozer, 2024](#)). In addition, AI technologies make creative tools more accessible to all pupils, catering for different styles of learning through individualized scaffolding and feedback ([Riedl & Harrison, 2020](#)). ChatGPT and other tools help students with brainstorming, storytelling, and solving writing issues, thus improving their

creative and critical thinking processes in writing ([Veletsianos, 2020](#); [Cohn, 2019](#)).

Yet, critics argue that AI still underperforms when it comes to imitating human creativity. Working at the intersection of linguistics and technology, [Floridi \(2019\)](#) worries that AI's verbal output may be more sophisticated than its content, as both originality and emotive appeal of human expression might be missing. [Boden \(2016\)](#) has been skeptical about AI's triumphs in the expressive areas, pointing out how difficult it is to get the nuances of language, emotion, and creativity in them. How best to utilize the growth potential of AI while ensuring that human creativity is authentic is yet another challenging question.

This study is intended, thus, as a self-study of the transformation of my practice and as an inquiry into the effect of AI on creative pedagogy. To this end, the research investigates how AI contributes to creativity in the "AI Enchantment" segment of the course, during which students alter traditional fairy tales in order to address broader social issues. The results emphasize AI's importance not as a replacement for human creativity, but as an enhancer of human creativity in the context of education.

In this research document, "Debunking the Myth that AI Halts the Creative Process, the author tries to analyze one part of AI Enchantment, a segment of an undergraduate creative writing class. There are 30 students from various disciplines and fields in this class. The class focused on fairy tales like Cinderella and The Arabian Nights to help students analyze women's identity about femininity, power, politics, culture, and a myriad of other issues. The course design allows for assisting and facilitating the use of AI, which enables the teacher and the students to use technological advancements as a resource in the classroom. This part of the creative writing course commenced with the reading of seven variations of Cinderella and three stories from Arabian Nights. After reading, students engaged

in lively debates and discussions on gender, socio-political dynamics, culture, and many other issues. After this, students needed to assume the role of two or more characters from the fairy tales and create a modernized, fractured fairy tale that had these elements set within the context they crafted.

During the first draft, students were told to write without the help of AI, and for the second draft, students were encouraged to use AI. Students were asked to evaluate their version in contrast to the AI version and note the differences in phrasing, character development, diction, and other narrative features. They also conducted peer assessments by giving comments on the AI versions. The course ended with a critique of the AI versions of the students' stories, focusing on the role of cultural context and AI in creative writing. This assignment showed that AI can be used as a means of promoting rather than limiting creativity and helped students understand and articulate narratives more deeply.

Research Objectives

This research has the following objectives:

1. To explore the impact of innovative pedagogical practices that incorporate AI tools on the creative writing abilities of tertiary students, particularly in the context of multicultural and diverse fairy tales.
2. To challenge the notion that AI hinders the creative process.
3. To analyze student perceptions of AI's role in enhancing creativity and critical thinking in creative writing.

Research Questions

This research aims to answer the following research questions:

1. Do students perceive AI as a facilitator rather than a hindrance to their creative processes in writing fractured fairy tales?
2. How does AI integration shape students' imaginative engagement with multicultural narratives in creative writing?

Rationale for the Study

The use of Artificial Intelligence (AI) on various tasks has formed a controversial intersection among scholars of education and pedagogy, especially in subjects of a more creative nature. On one hand, critics argue that AI can hinder creativity by removing individuality and originality from creativity. On the other hand, this study investigates persuasive techniques of enhancing creative writing in tertiary education using multicultural fairy tales.

AI is not capable of replacing human creativity, but can capably act as a creative partner for students and inspire critical thought and broaden the scope of imagination. As students engage with multicultural narratives and explore how AI influences diverse elements in stories, students enhance their creative work as they obtain new angles, develop new concepts and explore various topics. In this study, it would be considered that AI brings additional aspects, which augment the creative capabilities of the students. Among these, one can find the storytelling principles and how to deal with topical social questions, including gender, power, and politics.

Apart from creativity, the research demonstrates how AI aids students in adapting to the new age of technology and storytelling. It underscores the necessity of cooperating with AI for contemporary authors as it helps harness fresh avenues for storytelling. The study investigates how AI nourishes creative expression, provokes critical thinking, and cultivates students as storytellers through the lenses of AI-mediated and student-created texts. This study integrates the use of AI into teaching methods as a means of improvement, not as a replacement for other tools. It contests prevailing notions on the boundaries of creativity and asserts the case for AI by examining its impact on creative processes.

Significance of the Research

This research is crucial since it investigates Artificial Intelligence (AI) within the context of higher education creative writing courses,

directly countering the widespread notion that AI impedes creativity. It demonstrates how AI can be integrated into the creative process, showcasing that AI works best alongside humans, rather than in opposition to them. In doing so, this research attempts to change the narrative about emerging technology from one that stifles student creativity to one that encourages critical thought and creativity by trying to understand the full capabilities of technology.

The study emphasizes the ability of AI to construct narratives in a multifaceted and participatory manner, as students are able to critically engage with contemporary issues of gender, power, politics, and culture by highlighting how these issues are represented in diverse contexts by AI. With the help of AI, students can retell well-known fairy tales from multiple angles so that the art of creative writing does not fall behind in the technological era. This approach prepares students for effortless engagement with storytelling while keeping in mind the importance of their digital and programmable literacy in an ever-changing world.

Apart from influencing creative writing, the study impacts AI in education by offering teachers guidance on how to use AI in instructional design. With the rise of AI's influence in different sectors, it becomes increasingly important to teach students how to manage and apply AI tools. This study stresses the importance of merging AI with human imagination and urges students to engage in critical thinking while broadening the boundaries of their narrative creativity. In the end, this approach shifts the focus towards the creative possibilities of integrating AI into education, helping redefine the relationship between technology and imagination to guide future research on AI's impact on creativity and art in education.

Conceptual and Theoretical Framework

A solid conceptual framework was designed on the impact of AI technology in the creative

writing process and critical thinking while shifting cultural narratives and societal contexts through storytelling using AI technology. The main interest area was centred on what other functions AI technology can do to enhance creative writing, such as providing prompts, giving stylistic suggestions and helping in structuring the pieces. Its impact on literacy was recognized because of how it shifted students' abilities to imagine, experiment with narratives, and even try to tackle big societal issues. This study builds from the relevant theories and models that concern AI, creativity, and education, such as tasks.

This study took inspiration from the Constructivist Learning Theory (CLT) by Piaget and Vygotsky, which argues that students actively build knowledge from experiences that they self-reflect on as well as interact with, where students were guided to use AI tools to collaboratively author stories, refine and self-critically analyze the produced output. CLT is compatible with a scenario where AI is treated as a co-creator in a creative endeavour. Learning activities were designed in such a manner that students could use their previously acquired knowledge, elaborate beyond typical frameworks, and actively engage with AI-produced content to critically construct their stories.

The framework integrates the theories of creativity offered by [Teresa Amabile \(1983\)](#) and [Mark Runco \(2004\)](#), who consider creativity to be "the ability to produce new and useful concepts". [Boden's \(2016\)](#) creativity framework, which focuses on the scope of imagination and change within given boundaries, is appropriate for this research. AI aids creativity by proposing new combinations of concepts, offering fresh ideas, and putting students in a position where they need to improve and alter their creations. The study examined how AI assisted in both "combinational" and "transformational" creativity, as prophesied by [Boden \(2016\)](#), and how it encouraged students to work with

cultural viewpoints, social problems, and even popular character types, emphasizing the role of AI as a stimulus for further creative activity rather than as a substitute for human imagination.

This study is inspired by Critical Pedagogy (Freire, 1978; Giroux, 2019; Darder, 2017), which contends that education should not just be about the transference of information but the cultivation of critical thought, social activism, relationality and self-empowerment. The approach follows collaboration, conversation, self-reflection, and some form of critique that helps students consider the cultural, political, and historical relevance of the information presented to them. It corresponds with the case's incorporation of multicultural narratives and AI to discuss issues of power relations, gender, and politics.

Table 1

Traditional vs AI-Enhanced Creative Writing Process

	Traditional Creative Writing	AI-Enhanced Creative Writing
Generating Prompts	Traditional creative writing utilizes internal brainstorming.	AI provides prompts to aid the brainstorming process.
Narrative Structure	Limited experimentation with narrative structures.	Prompts experimentation with narrative structures.
Re-interpretation of Familiar Themes	Shaped by existing knowledge and experience of the world.	Fostered re-interpretation of diverse societal issues.
Visualization	Relies on imagination.	Allows the generation of pictures to visualize stories.

The fusion of AI and multicultural fairy tales empowered students to analyze and reinterpret familiar stories according to current socio-political realities. AI not only allowed students to master the art of storytelling but also empowered them to grapple with the power relations and societal issues subsumed in their stories, nurturing a comprehensive

understanding of social justice and inclusivity. Additionally, the use of AI, such as ChatGPT, made it feasible to experiment with creativity in ways that were previously unachievable through conventional methods, thereby increasing students' creative potential as well as fostering critique of societal issues within the scope of fairy tales.

The fractured fairy tale project illustrates how AI can improve creativity because students are able to visualize parts of their stories, including characters and settings, through AI art generators. Students used AI to push the boundaries of traditional structures and create new forms of social commentary through character development, plot changes, and different endings. Concepts from these theories underpinned the framework that aimed at the complex interplay of students' creative processes, socio-cultural contexts, and AI tools so that AI was positioned as an assistive device within the constructivist and critical pedagogy framework. This strategy contributed to empowering students with multiple stories while enhancing their creativity, critical thinking, and literacy of AI. The research focused on the integration of these constructs towards creating a more holistic view of narrative writing in contemporary society and preparing learners to incorporate modern techniques into their imagination.

Literature Review

The notion that creativity is the capacity to produce new, unexpected ideas with value is widely accepted (Boden, 2007).

Forms of Human Creativity

The works of Boden best illustrate different forms of human creativity, exploring three basic forms: combination, which is a unique blend of familiar concepts; exploration, the derivation of new concepts and ideas from the present; and transformation, which is the drawing of entirely new and out-of-the-box ideas. The development of AI has resulted in opposing views of its impact on creativity, some

considering it a threat while others argue that it can broaden the scope of creative activities.

Negative Perception of Use of AI

As an example, critic Wu (2023) blames AI products like ChatGPT for over-simplifying education by bombarding users with an overload of information that results in poor retention and lowers direct interpersonal interactions. Likewise, according to Suharyat and Lusiana (2023), AI reliance could result in the erosion of critical thinking and creativity because of biases towards data and algorithms. Elsayed (2023) argues that over-reliance on AI in education may lead to a lapse in independent thought, which makes it more difficult for students to integrate knowledge.

Strengths of AI Use

Advocates who defend the incorporation of AI into the spheres of education and creativity highlight its capability of nurturing creativity instead of suppressing it. Floridi (2019) elucidates that AI acts as an augmented element of human skill, since it bestows tools that heighten creative capabilities. According to Binns (2020), AI acts as a collaborator for human creativity instead of acting as a substitute; AI encourages creativity by working together, not stifling it. This viewpoint maintains that the impossible AI integration done effectively still retains the human aspects and nuances of creativity while utilizing AI's computational advantages.

Role of AI in Education

Denny et al. (2023) note the complexity of AI's role in education, understanding both difficulties and potential ground-breaking change. One of the most important aspects of Perspective-Affordance Theory (Glăveanu, 2020) is that creativity emerges through an interaction between action possibilities in the environment and the unique social and cultural background they bring. Therefore, within the context of this study, AI acts as a cultural tool that expands affordance, pushing students to think of new ways to explore and learn. Simultaneously, by including multicultural

narrative and storytelling, learners are encouraged to integrate their perspectives, which further enhances the creative process in these systems. Apart from this, AI remains an inspiring force and, through its resources, destroys the creative barriers created by the social environments in which the individuals exist.

Downes (2022) notes that Connectivism places even greater emphasis on the use of digital technologies in networked learning. The dissemination and remixing of ideas made possible by AI gives room for additional collaborative creativity. This is consistent with emerging studies suggesting that AI can improve the generation of ideas by stimulating students to think about different narrative forms and angles that would otherwise go unconsidered.

AI and Creative Writing

The following are some of the recent studies that focus on the relationship between AI and creative writing. Ipek et al. (2023) assert that the AI-assisted tools help personalize learning through self-initiated translation, paraphrasing, and summarizing activities. Baidoo-Anu and Ansah (2023) point out that real-time help provided by AI-powered feedback systems is more effective in improving the quality of writing than traditional methods. Students' creative improvement with the assistance of AI writing tools has also been noted in enhanced word building and storytelling (Ippolito et al., 2022). Wieland et al. (2022) highlight the positive impact of AI on brainstorming activities, demonstrating that AI-facilitated brainstorming leads to greater quantity and diversity of ideas than non-AI-supported brainstorming.

Concerns regarding the Use of AI

Despite the benefits mentioned above, there are still concerns about over-dependence on AI. Dependency on AI is worrying, and as Floridi (2019) argues, while enhancing creative work, it may also discourage independent critical thinking. Binns (2020) argues that creativity, be it one's intuition or the core

emotion that propels creativity, could be AI's next victim if not carefully blended with the technology. While AI can help make the technical side of writing easier, it, for further refined artistic expression, cannot capture the multi-faceted, non-physical, intimate feelings (Boden, 2007; Binns, 2020).

To summarize, rich and expansive literature is emerging around AI and creative education that suggests pessimistic outcomes as well as optimistic opportunities. To solve this problem, we do not only need sophisticated technologies, but also a balanced approach that takes advantage of AI's potential while protecting the uniquely human elements of creativity. Following both Floridi (2019) and Binns (2020), I suggest that AI can be approached not as a substitute for human creativity, but rather, used as a means which, if strategically deployed, can help unlock creativity in learners. The fusion of human creativity and AI technology may transform creative education for the 21st century.

Methodology

This research adopted an action research design. The practical nature of this research design allowed me to experiment with new teaching practices, while at the same time, reflecting on my growth as an educator. Rather than relying on traditional and established methods, I decided to experiment and chose the AI tools that would assist students in exploring creative writing, while also encouraging them to remain completely in control of their stories.

Data Collection

The process of data collection occurred in three phases: In the first phase, the students wrote original fairy tales based on contemporary societal issues, reinterpreting fairy tales through a digital lens. In the second phase, students then revised drafts and reinvented these modernized tales using AI writing tools, such as Gemini and ChatGPT. The data collection included both sets of stories and student reflections collected through surveys

and a focus group discussion. In the third phase, a survey was completed by the students to examine their satisfaction with using AI for designing and refining their stories. Furthermore, the analysis was done through thematic analysis, by identifying patterns, and information was coded accordingly.

By incorporating AI, I initially felt vulnerable, worried about how much AI would detract from students' intrinsic creativity while also concerned about my inadequacy in terms of AI and what all it entailed. However, embracing the uncertainties provided all of us with an opportunity for growth.

Ethical Considerations

Permission was obtained from the Institutional Review Board (IRB) to initiate the research process. Participation in the research was voluntary, and consent was obtained from the students through the informed consent forms before data collection. The data was kept safe, and it was ensured that only the authorized personnel had access to it. Students' grades were not affected and were kept anonymous. Moreover, students were given the freedom to use a pictorial version, if they wished and were given a workshop on using the Book creator software. Six out of 30 students produced storybooks, the rest just used ChatGPT.

Findings

This section reports the key findings gathered from the analysis of student feedback regarding the use of AI in the English Creative Writing course. The findings are organized according to each research question that this research aims to answer, emphasizing the nuanced impact of AI on the creative writing process. The information was gathered through a survey, through comparison of original and AI-generated fractured fairy tales, and a focus group discussion conducted at the end of the course.

27 out of the 30 students enrolled in the Creative Writing course were from Pakistan, while 1 was from Canada, and 2 were from

Kuwait. 20 students were female and 10 were male. The students belonged to a range of departments, i.e. Psychology, Computer Science, Education, English, Philosophy, Political Science, etc. When asked regarding their familiarity with AI tools before the course, 16.7% reported being very familiar, 70% reported being somewhat familiar, while 13.3% reported they were not familiar at all.

The findings suggest that AI, when incorporated ethically and responsibly, can aid in the creative writing process and influence students' imaginative potential. However, the role of the teacher is crucial in ensuring this ethical and responsible use by knowing the students' capacity and potential for the quality of work produced. Along with the use of AI in creative writing, students also engaged in other pedagogical practices such as group discussions and peer review.

The following subsections report findings by each research question that guided this research, providing specific examples from the information provided by the students pertaining to their experience of using AI in a creative writing course.

Initial Thoughts and Feelings Regarding Use of AI

The students were asked to provide their initial thoughts and feelings regarding being allowed to use AI in a creative writing course. One student said that they thought AI would help them think deeper and generate more ideas. Another said that they expected that AI would make their creative process more coherent. Some, on the other hand, feared that AI would influence their thought process and make them lose their originality.

The Role of AI in the Creative Process

This category reports the information gathered from student responses regarding their perception of the role of AI in their creative and imaginative processes.

Titles given to AI

The students were asked to give a title to AI, some of which were negative. One student regarded it as an elder brother who *"gets mad*

at them for teaching Basic English," possibly undermining student confidence rather than providing support. Another regarded it as *"the snake in my yard, because it is annoying and tedious to deal with, and could be poisonous to my mind."* A third student titled it *"autocorrect."*

Others viewed AI in a more positive light, considering it to be a *"more knowledgeable other"* or a *"helping hand."*

The Role of AI as a Facilitator

Most of the Students (66.7%) regarded AI as a facilitator in their writing process. AI helped students with the overall editing of their stories. Students reported using AI to fix their grammar, make the story flow better, make the dialogue flow smoothly, edit mistakes, proofread, and refine the content provided by them.

When students' original stories were compared with the versions that were edited by AI, various patterns in the data emerged. AI was able to condense the story to reduce redundant and overused words. Along with that, it improved the imagery, adding more sensory information and richer descriptions, such as changing "he said" to "his voice low and mysterious."

AI was beneficial in improving the vocabulary of the piece of writing and making it more appropriate to the context. A few examples of this are: it changed "in the crowded lanes" to "in the bustling streets," "clothes" to "garments", "rage" to "wrath," and "silence grew louder" to "the room fell into an uneasy silence." Along with that, AI also fixed the punctuation.

Using Artificial Intelligence in a creative writing course aided students' imagination and engagement with multicultural narratives in various ways. One student shared that generating pictures through prompts based on their story, AI, *"helped me visualize my story."*

Many students (20%) reported that the use of AI was beneficial during the brainstorming process. One student said, *"I got so many ideas from AI."* While talking about how AI allowed

them to understand different perspectives, one student said, *"Gave a new perspective while keeping in mind my stream of thought."* Others talked about the ability of AI to organize ideas, stating that *"it helped me to do my brainstorming and organize my ideas,"* and *"It helped organize my thoughts and make it more cohesive."*

AI acted as a personal coach, providing feedback to improve the multicultural aspect of the stories. One student stated that AI *made it more relevant to fairy tales.* Another said that it helped them understand where their story lacked, saying, *"It made me realize the lack of content or story in my version."* Students mentioned AI's ability to add more depth to their story, particularly in areas where it lacked depth. One student used AI to add emotional depth, stating, *"The dialogues added by AI added a touch of emotional depth."* Another commented on the overall experience of storytelling through AI, saying, *"AI can create a more detailed and richer environment, enhancing the overall experience of storytelling."*

The Role of AI as a Hindrance

Many students (13.3%) viewed AI as a hindrance to their creative processes in many ways. They considered AI to limit thinking faculties and critical thinking skills. Some students refused to generate content, rather preferring to enhance their text through it.

Students found AI text to be obvious and not helpful while working in a team. They reported that AI found it hard to follow instructions and generate desired images, with its images not being contextually friendly. It also tended to make the plot much darker than intended by the original author. Students feared losing their voice and originality. They also feared becoming entirely dependent on AI, losing their own voice and thinking abilities. When asked regarding the skill students gained while working with AI, they all reported, *"patience."*

While some students (16.7%) had commended AI's ability to generate pictures based on prompts, others felt that the pictures they received were not according to their requirements, with one student stating that AI, *"could not conjure up images the way I had imagined in my head."*

The students commented on AI as a dehumanized storyteller. One said, *"AI had enhanced my story by adding better vocabulary and dialogue. However, I think it lacked the essence of human feelings and thoughts."* Similarly, another individual stated, *"Whenever it writes, it lacks emotions and is too plain."* Due to this dehumanized writing, students felt a sense of alienation toward their writing, with one student saying, *"I know those are my words, but are they? Have they come from me? After going through AI, I do not feel a connection to the story anymore. It is not mine anymore."*

Students reported fears pertaining to the use of AI. One said, *"AI is a useful tool, but only if human beings are capable of thinking."* Another said, *"AI is a tool that cannot and should not do your creative work. It can and should only be used minimally as an external tool for helping with tedious tasks, akin to googling something."* A student who was against the use of AI stated, *"What I have come to understand is that, similar to googling, it's something that can be used as a helpful side tool."*

Imaginative Potential and Engagement with Multicultural Narratives

Students utilized AI to retell fairy tales in the "AI Enchantment" component of the course, and issues related to the representation of gender, power, and culture were highlighted.

AI struggles to accurately represent gender in multicultural fairy tales as it learns from well-known fairy tales that primarily include white characters and thus reinforces conventional stereotypes of heroines who dress up and behave a certain way. On the other hand, students' traditional fairy tales depict coloured women and focus on their inner beauty and

passions that they pursue. In one retelling of *Cinderella*, Jasmeet is a coloured woman whose helpful and kind personality causes the prince to choose her to be his bride, *"when I said I would marry a beautiful girl, I meant someone beautiful on the inside."*

Magic is a hallmark of fairy tales. AI struggles to incorporate magical elements from diverse cultures, especially when it comes to darker and more culturally accurate representations of magic, unlike the wonder and excitement in magic that's present in conventional fairy tales. One story depicted a black magic practitioner known for the *taweez* he provided to curse one's enemies. AI was unable to deeply explore this aspect of Pakistani culture and only touched it superficially. It is essential to intentionally design and train AI to incorporate diverse cultural elements for an accurate portrayal in the information it provides, as opposed to using primarily Eurocentric information.

Ethical and Responsible Use of AI

Students' responses urged the ethical and responsible use of AI. One student said, *"This course segment has encouraged responsible and ethical use of AI."* Another said that they *"learned how we can use AI ethically in academics by using it as a tool and not as a source."* One student advised against the use of AI, saying, *"I would advise against using AI image generation abilities due to its unethical nature. People should be encouraged to create art themselves and not use AI to steal other people's art to create the very hideous and lifeless imagery that it produces."*

Discussion

This investigation examines the application of AI in the realm of creative writing, focusing on its role in developing imagination among students as opposed to replacing human creativity. The results indicate that narrative construction assisted by AI tools such as ChatGPT and Gemini can improve storytelling through alternative viewpoints, brainstorming, and refining narratives. Grounded in

Constructivist Learning Theory (Piaget & Vygotsky), the study views students' interaction with AI as a means of scaffolding their learning aimed at enhancing creativity and critical thinking skills.

Engagement with Socio-Political Discourse

In participating in a multicultural fairy tale writing task, students applied AI in the writing process, which enabled them to contest the hegemonic narratives and engage in socio-political discourse. Nevertheless, students found it difficult to modify AI content for the Eastern cultural contexts, as the given prompts were too culturally specific.

Creative Writing Frameworks

The study incorporates several theoretical perspectives, like [Boden's \(2004\)](#) creative writing framework, Connectivism ([Downes, 2022](#)), and Critical Pedagogy ([Freire, 1978](#); [Giroux, 2019](#)).

Students experimented with combinational creativity by blending diverse elements specific to their culture with the output generated by AI, thus generating something completely new from already-existing ideas. Students also experimented with transformational creativity by using AI to test new storylines and simultaneously critically test power relations in narrative construction ([Boden, 2004](#)). The incorporation of AI and some of the benefits it provides students in their writing journey highlights the role of Connectivism ([Downes, 2022](#)), placing emphasis on using digital technologies in networked learning, as AI allows students to interact safely with technology to experiment with and combine their ideas. Critical Pedagogy ([Freire, 1978](#); [Giroux, 2019](#)) was utilized by motivating the students to, along with using AI, engage in peer review and self-reflection to experiment with the ideas they had, considering the cultural, political, and historical relevance of those ideas.

Conflicting Views Regarding AI Use

Though there are merits to AI technology, students raised the issue of losing personal narrative expression. AI was viewed by some as

a collaborative partner, while other students perceived it to undermine creative individuality. The study argues that AI has the potential to assist the educational creative process more than it obstructs, but AI necessitates a critical position to be taken when storytelling is supported by technology.

Ethics of AI Use in Pedagogy

Moreover, the study highlights the focus on AI pedagogical uses and ethics. While using AI, the creativity AI offered was still restricted by dependency and autonomy issues. Particularly, some considered AI an essential tool, like how search engines replaced encyclopedias, while others feared losing originality and were more skeptical. This division is a microcosm of the ongoing discussion on AI's impact on human freedom and illustrates the necessity for students to learn how to responsibly use AI, which is so vital in the contemporary world.

Role of AI in Future Educational Systems

Finally, this research helps expand the conversations around the role of AI in future educational systems. The results support the position of a middle ground where AI is used to aid creativity without stifling independent thought among students. Teachers must tread a very delicate path of using AI as a means to enhance creativity, while preventing dependence that would derail original thinking.

Positive Case Analysis

This study witnessed that AI aid, specifically with ChatGPT, supported creative exploration and critical reflection, letting students modify fairy tales in a fundamentally subversive manner. AI empowered students to become storytellers, to think, and to pragmatically intervene in gender, politics, and power issues. With AI, flexibility and feedback became instantaneous, which enabled students to refine their ideas and let them create thoughtful narratives.

In the classroom, the finding suggests the social aspect of AI, as all students without previous experience were able to participate meaningfully in the process. This is in line with

transformational creativity as in [Boden \(2004\)](#), where students, in so-called "socially oriented pedagogies", have been able to reconstruct older tellings of fairy tales as a form of social justice. While altering the narratives, students engage in dialogical learning, aligning with student-centred pedagogy as [Freire \(1978\)](#) explains active, participatory education as critical reflection.

Negative Case Analysis

Despite the advantages brought by AI, several complications arose due to its integration. One of the major problems was the possibility for AI to reinforce stereotypes. AI systems do, after all, tend to strengthen existing cultural norms or social prejudices. In some of the students' devised stories, the AI inputs generated stereotypical images of gender and ethnicity, as the biases locked in the model were mirrored. As [Noble \(2018\)](#) put it, it is very easy for a technologically advanced bias to do destruction by way of stereotype, such as misrepresentations of gender. One example is that of the stories provided by AI promoting and reinforcing conventional stereotypes of beauty and not enough or accurate depiction of coloured women. This is particularly true when there is no context or limited comprehension of real differences in cultures. This calls for a critically mediated approach with engagement for AI tools, so students do not passively accept the biases found within the devices.

Some students, for example, did express an appreciation for AI assistance in the creative process, but others felt that their need for critical creativity and personal voice decreased far too much. As Baker and Stenner (2022) noted, this resulted in a storytelling tragedy because there was no voice behind the story, and the stories became too dull and flat. There is no argument that technology should assist human creativity – there is a whole different level that is set by AI in education; student participation and reasoning have to come first.

Implications for Educators and Policymakers

The results reveal the importance of teachers in managing the ethical and practical use of AI in teaching creative writing. Educators can effectively teach students how to use AI, establish ethical boundaries, and create a supportive environment for human-machine interactions.

There should be a framework crafted for policymakers geared toward enhancing digital literacy, ethical AI usage, and responsible creativity in higher education teaching programs. Educators may develop clear ethical guidelines regarding the use of AI in education, especially creative writing, using it as a supportive tool rather than a complete replacement of original thought. They may also highlight the issues of diverse representation by developing and conducting bias-auditing exercises with their students.

References

- Asudani, D. S., Nagwani, N. K., & Singh, P. (2023). Impact of word embedding models on text analytics in deep learning environment: A review. *Artificial Intelligence Review*, 56, 10345-10425. <https://doi.org/10.1007/s10462-023-10419-1>
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, 7(1), 52-62. [10.61969/jai.1337500](https://doi.org/10.61969/jai.1337500)
- Baldassarre, M. T., Caivano, D., Nieto, B. F., Gigante, D., & Ragone, A. (2024). The social impact of generative AI: An analysis of ChatGPT. Paper presented at the *Conference on Information Technology for Social Good*. <https://doi.org/10.48550/arXiv.2403.04667>
- Boden, M. A. (2016). *AI: Its nature and future*. Oxford University Press.
- Boden, M. (2007). *How Creativity Works*, published by Creativity East Midlands for the Creativity: Innovation and Industry conference.
- <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=120eb04b9b69b5f892904a2f6870b8c04cb33f82>
- Csikszentmihalyi, M. (2014). *The systems model of creativity*. Greenwood Publishing Group.
- Coeckelbergh, M. (2020). *AI ethics*. The MIT Press.
- Darder, A. (2017). *Reinventing Paulo Freire: A Pedagogy of Love*. Routledge.
- Denny, P., Gulwani, S., Heffernan, N. T., Käser, T., Moore, S., Rafferty, A. N., & Singla, A. (2023). Generative AI for education (GAIED): Advances, opportunities, challenges. Paper presented at the *NeurIPS 2023 conference*. <https://doi.org/10.48550/arXiv.2402.01580>
- Downes, S. (2022). Connectivism. *Asian Journal of Distance Education*, 17(1), 58-87. <https://asianjde.com/ojs/index.php/AsianJDE/article/view/623>
- Elfar, M. A. A., & Dawood, M. E. T. (2023). Using artificial intelligence to enhance human creativity. *Journal of Art, Design, and Music*, 2(2). <https://doi.org/10.55554/2785-9649.1017>
- Elsayed, S. (2023). Towards mitigating ChatGPT's negative impact on education: Optimizing question design through Bloom's taxonomy. [10.48550/arXiv.2304.08176](https://doi.org/10.48550/arXiv.2304.08176)
- Giannakos, M., Azevedo, R., Brusilovsky, P., Cukurova, M., Dimitriadis, Y., Hernandez-Leo, D., Järvelä, S., Mavrikis, M., & Rienties, B. (2024). The promise and challenges of generative AI in education. *Behaviour and Information Technology*, 10.1080/0144929X.2024.2394886
- Glăveanu, V. P. (2020). A sociocultural theory of creativity: bridging the social, the material, and the psychological. *Review of General Psychology*, 24(4), 335–354. <https://doi.org/10.1177/1089268020961763>
- Grace, & Sahu, G. R. (2024). Navigating narrative frontiers: Influence of generative AI on creative literature. *International*

- Research Journal on Advanced Engineering and Management*, 2(5), <https://doi.org/10.47392/IRJAEM.2024.0179>
- Haikal, T., & Lightfoot, R. H. (2024). Enhancing education through the thoughtful integration of large language models in assigned work. *American Society for Engineering Education*. <https://hdl.handle.net/1969.1/203219>
- Hamroyev, A., Kalandarova, S., & Abdullayev, U. (2024). How AI tools can be a threat to human creativity. *Academic Research in Modern Science*, 3(26), 5–10. <https://inlibrary.uz/index.php/arims/article/view/50392>
- Ipek, Z. H., Gözümlü, A. I. C., Papadakis, S., & Kalogiannakis, M. (2023). Educational applications of the ChatGPT AI system: A systematic review. *Educational Process International Journal*, 12(3), 26-55. <https://dx.doi.org/10.22521/edupij.2023.123.2>
- Ippolito, D., Yuan, A., Coenen, A., & Burnam, S. (2022). Creative writing with an AI-powered writing assistant: Perspectives from professional writers. <https://doi.org/10.48550/arXiv.2211.05030>
- Özer, M. (2024). Potential benefits and risks of artificial intelligence in education. *Bartın University Journal of Faculty of Education*, 13(2), 232-244. DOI: 10.14686/1416087
- Roberts, A. M., Sternberg, R. J., Runco, M. A., Acar, S., Ward, T. B., Kolomyts, Y., & Kaufman, J. C. (2021). Creativity and cognition, divergent thinking and intelligence. In J. C. Kaufman & R. J. Sternberg (Eds.), *Creativity: An introduction* (pp. 102-120). Cambridge University Press.
- Su, J., & Yang, W. (2023). Unlocking the power of ChatGPT: A framework for applying generative AI in education. *ECNU Review of Education*, 6(3), 355-366, DOI: 10.1177/20965311231168423
- Suharyat, Y., & Lusiana. (2023). Artificial intelligence: Positive and negative role in education management. Paper presented at *The Annual International Conference on Education*, 1, 349-357. <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1651>
- Urban, M., Děchtěrenko, F., Lukavský, J., Hrabalová, V., Svacha, F., Brom, C., & Urban, K. (2023). ChatGPT Improves Creative Problem-Solving Performance in University Students: An Experimental Study. 1–36. [10.31234/osf.io/9z2tc](https://doi.org/10.31234/osf.io/9z2tc)
- Weiland, B., de Wit, J., & de Rooij, A. (2022). Electronic brainstorming with a chatbot partner: A good idea due to increased productivity and idea diversity. *Frontiers in Artificial Intelligence*, 5, <https://doi.org/10.3389/frai.2022.880673>
- Wu, Y. (2023). Integrating generative AI in education: How ChatGPT brings challenges for future learning and teaching. *Journal of Advanced Research in Education*, 2(4), 6-10. doi:10.56397/JARE.2023.07.02