

The Impact of Artificial Intelligence on International High School Education

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Abstract:

The aim of this research is to identify the positive and negative impacts of applying artificial intelligence (AI) to international high school education and to provide some suggestions for the future application of AI. Quantitative methods are adopted to explore students' views on the application of AI in international high school education, and qualitative research methods are used to investigate teachers' opinions and suggestions on the application of AI in international high school education. The research concludes that the positive impact of artificial intelligence on international high school education outweighs the negative ones. Students' deeper artificial intelligence literacy and personalized learning awareness strongly indicate their acceptance level. The key advantage is that adaptive learning enhances efficiency, and intelligent tools improve teaching efficiency. The main drawback is the excessive reliance related to weak writing, which can be alleviated through AI guidance and classroom writing exercises. Gender bias exists, but it has been downplayed in this case. Despite this, moral supervision and teacher training remain of vital importance.

Keywords: AI application; International high school education; Intelligent literacy

1. Introduction

Artificial intelligence is rapidly transforming the world and humanity's future. As a disruptive technology, its widespread adoption and continual advancement have introduced a host of complex issues that profoundly influence human thought patterns, modes of interaction, and decision-making processes. In the field of education, artificial intelligence has already sparked an unprecedented transformation, yielding numerous new teaching and learning solutions that

markedly enhance instructional efficiency and the learning experience. Yet AI technologies also introduce fresh risk such as, privacy breaches, ethical dilemmas, and algorithmic bias (Zhu & Xu, 2025).

Previous research few educators pay attention to the impact on high school students of international schools. Therefore, this is the reason of the research. The research aim is to identify the positive and negative impacts of AI on international high school education, through comparison, to put forward some valuable suggestions to help AI be more effectively

applied in international education.

2. Literature review

2.1 Background of the development of artificial intelligence

Artificial intelligence and Generative AI are significantly different from each other. Artificial intelligence refers to all the technologies that can simulate artificial intelligence, while Generative AI is a sub-field of artificial intelligence. It is not merely about making analytical decisions. Instead, it is more inclined to create new content (Luo, 2025). Generative artificial intelligence has a significant impact on the education. It originated in the last century. From the 1950s to the 1960s, artificial intelligence (AI) began to be widely applied in areas such as logical reasoning and natural-language processing. These early rule-based systems lacked memory and learning capabilities, instead relying on sheer computational power and high-speed data processing. In 1972, Agre coined “AI literacy,” emphasizing that students should be able to use AI tools to support their own learning. By 1997, neural networks and other machine-learning methods advanced AI from simple reaction to human-like discrimination. In 2015, Konishi revived “AI literacy,” stressing reflection and adaptability for life with smart machines. Then, in November 2022, ChatGPT-like generative AI arrived. It can create, converse, and reason, turning AI from helper to creative agent and launching a truly intelligent society. (Sun & Zhou, 2025).

2.2 Positive impacts of artificial intelligence for international high school education

Several studies indicate that the advantages of integrating AI into international high school education outweigh drawbacks, especially its capacity to offer personalized learning based on students’ learning progress and needs. As UNESCO observed in 2019, the field of Computer Assisted Learning (CAL) “creates alternatives to support students’ learning strategies with digital and AI technology” (Schitteck Janda et al., 2001). AI can help map each student’s individual learning plans and trajectories, pinpoint strengths and weaknesses, identify content that is either challenging or readily assimilated, and adapt to preferred learning modalities and activities (UNESCO, 2019). More recently, Artificial Intelligence Generated Content (AIGC) has further amplified these advantages. By offering a rich, diverse array of resources, activities and projects that evolve with students, AIGC not only heightens engagement and motivation but also fosters

the creativity and innovative ability (Lei & Kang, 2023). Much of the literature suggests that personalized learning enhance students’ engagement and overall learning outcomes by learning at their own pace, which includes but are not limited to: students’ unique needs, learning styles and preferences (Kamalov, Calonge & Gurrib, 2023). However, these studies overlooked the implementation challenges inherent in personalized learning. While this innovative approach can indeed boost students’ academic performance and grades, it also introduces the problem of students’ security and data privacy because personalized learning requires the collection of extensive student data to deliver tailored educational services. Both students and their parents may fear the potential leakage or misuse of personal information. Despite the risks of information leakage, the problems can be addressed by implementing encryption technology and adopting clearly defining data privacy policies by educational institutions (Cao, 2023). Taken together, most of the literature has affirmed that personalized learning can enhance students’ interest in learning and improve their learning outcomes. However, a small portion still points out that it brings about potential problems, but these problems can be alleviated through certain measures.

Moreover, prior studies have further documented the advantages AI offers to international high-school teachers, especially in enhancing time efficiency and reducing costs. Li (2024) claimed that the advantages that artificial intelligence brings to teachers’ instructional practice can be summarized in two main respects. First of all, AI enables the intelligent integration of pedagogical resources. By automatically retrieving, screening and aligning a vast array of online materials with curricular objectives, AI enriches the content delivered in the classroom and renders it more vivid, thereby raising both instructional quality and efficiency. In addition, AI furnishes an efficient system for assessment and feedback. Functioning like a dedicated private tutor, this system tracks and evaluates each student’s progress in real time, promptly identifies learning difficulties, and generates a comprehensive, fine-grained report for the teacher, allowing the teacher to adjust instructional strategies flexibly and responsively. Even though artificial intelligence can bring many benefits to educators, there is an ongoing debate about the relationship between AI and education. The creativity and mimicry capabilities of AI may gradually replace the roles of teachers. However, Generative AI and education actually complement and mutually empower each other, forming a balanced mechanism. Although generative AI possesses strong critical-thinking capabilities, it lacks a pronounced creative disposition; its role is therefore positioned as an “assistant”. Consequently, the human element in educa-

tional activities must not be overlooked (Fang, Wang & Fang, 2024). Therefore, the automatic assessment system and integration of resource of AI can effectively help teachers. Teacher positions will not be easily replaced by AI. For the time being, AI can only assist teachers in their work.

2.3 Negative impacts of artificial intelligence for international high school education

On the other hand, some scholars contend that the drawbacks of deploying artificial intelligence in international secondary education outweigh its advantages, particularly with regard to over-reliance. The literature pointed out 60 % of teachers and students turn to generative-AI tools several times a week; among them, 30 % of students rely on these systems for the core creation of their assignments. Some learners simply paste AI-generated prose into their work, while others fabricate experimental data or images (Cai & Du, 2025). These acts of academic dishonesty have not only prompted the academic community to question the authenticity and originality of their output, but also led to decline in critical thinking skills of learners, which exacerbated cognitive atrophy. Moreover, the over-reliance of AI tools may lead to concern about ethical issues such as privacy of the students. The reason is that these AI tools may collect the data of the students without their consent and knowledge which can be possible to misuse their sensitive information (Basha, 2024). Although the current use of AI to assist students in writing mainly brings negative effects, with the right guiding strategy, it can also help students. First and foremost, schools should promote academic integrity education and strengthening students' AI literacy. Schools could pilot stage-specific AI-ethics curricula that are tailored to different grade levels, to guide students to follow the AI writing guidelines issued by the Ministry of Education and cultivate students' AI literacy. In addition, intelligent writing-tutoring tools should be developed and embedded in a dedicated instructional-resource platform. Their design must strictly adhere to the technical-ethical principles of assistance, transparency, and controllability to ensure the safety of students' privacy (Cai & Du, 2025). Together, these studies indicate that over-reliance on AI technology could aggravate the loss of critical thinking and increase the risk of disclosing personal privacy. However, the aforementioned shortcomings can be alleviated through schools' instruction to students on the proper use of AI.

In addition, a number of studies have founded other disadvantages that AI can bring to high school education, especially in the inherent biases and discrimination of AI. According to Miao (2025), generative AI algorithms can exhibit racial bias, for example, they are more likely

to label Black individuals as criminals, and also it has the problem of gender bias, for instance, when GPT-4 is prompted to generate reference letters for a given occupation, it tends to favor male-dominated roles such as plumber, plastic surgeon, and urologist and leans toward female-dominated roles such as nanny, elementary school teacher, and administrative assistant, based on stereotype of gender. As noted by Li (2025), AI Algorithmic bias, which is a new form of inequity, may limit students to a narrow range of choices such as seeking employment or recruiting, or reinforce and deepen existing social inequalities. For example, if an AI system discriminates against certain groups in its decisions, those individuals may face greater disparities in rights and obligations, ultimately fueling social fragmentation and discontent. However, other writers have argued that although AI algorithms may inadvertently introduce discrimination, educational institutions and regulatory bodies can mitigate this phenomenon by establishing a comprehensive oversight system. For instance, vocational education institutions can establish ethical guidelines that include review mechanisms for algorithm design and deployment, guaranteeing fairness and transparency while preventing discrimination based on gender, race, religion, or socioeconomic background (Yuan & Hou, 2025). Considering all of this evidence, it seems that AI may steer students toward stereotyped futures based on race or gender. But the establishment of clear ethics rules, strong oversight, and guidance from vocational educators can curb this harm and keep options open.

2.4 Research Gap

Most studies have focused on the positive and negative impacts of AI in educational applications and design some solutions. However, they often do not target a specific group. This research aims to fill the gap by focusing on providing suitable strategies for international high school students and teachers. The main proposed solution is to maintain the positive aspects while establishing relevant training programs or mechanisms to mitigate the negative effects.

3. Literature References

A triangulation method is employed in the primary research, dividing the process into a questionnaire and a semi-structured interview.

3.1 Questionnaire

The study utilizes questionnaire serving as a quantitative research approach to explore the viewpoint of students about the application of artificial intelligence in inter-

national high school education. The target population consisted of 135 students-both male and female from the grade 9, grade 10, grade 11 and grade 12. Because it included all demographic groups, the findings should be generalization which the result could apply to other cohorts of international high school students. The participants of questionnaire was high school students, who come from Olive Tree International Academy, selected through random sampling method to ensure the equal chance of the sample to be chosen. All participants were asked to respond all 16 questions on wjx.com, which were anonymous. The questionnaire comprised five sections. Section1 elicited information on demographic, such as age, gender and grades. Section2 contained a few questions on AI daily application, for example which AI learning software have used. Subsequent sections explored the advantages and disadvantages of AI in international education applications, such as personalized learning or cheating issues, by using multiple-choice questions and 5-point Likert scale questions. Section5 invited open-ended responses on participants' personal thoughts and feelings of application. Considering that most of the questions in the questionnaire were in the form of multiple-choice questions without allowing for the expression of personal opinions, the questionnaire was therefore designed with open-ended questions to record more detailed understanding on point of view of respondents.

3.2 Interview

In addition, semi-structured interview, serving as a qualitative research approach, is employed in the primary research. The main purpose of the method is to explore teachers' opinions on the use of AI in international high school education. Semi-structured interviews were conducted with 2 teachers who teach Chemistry and English respectively, to aim for obtaining different views from science and literature language different perspectives. During the interview process, teachers were asked to address the advantages and disadvantages of AI in international high school education applications, such as improving teaching efficiency or automating assessment, and the discussion of the possibility that AI technology will replace part of the work of teachers and also answer additional questions based on their responses. In the end, teachers were asked to offer some suggestions on applying AI technology in the future teaching process. To avoid the ethical issue, the interviews were conducted online after informing the participants about the content involved.

3.3 Data Analysis

The current study employs nine questionnaire questions data to conduct a specific analysis, including basic questions such as gender, students' understanding and fondness for AI, the application of AI in education, as well as the advantages and disadvantages brought about by the application of AI. Statistics are visualized with bar charts and pie charts, as well as tables. Firstly, the research utilized bar charts to present the data from scaled questions and multiple choice questions to more intuitively compare the differences in data among different categories. Moreover, the pie charts were used to present the data to multiple-choice questions and to show the proportion of each component in the total amount. Last but not least, tables were employed to present the data of Correlation test and analysis of Variance. Correlation test is used to measure the strength of a linear association between two variable. In this research, Pearson correlation coefficient calculator was used to explore the relationship between AI understanding and optimism toward AI's future in education, and of recognition of AI's learning-efficiency benefits and that same optimism. The calculated r-value represents the strength and direction of the linear relationship between the two variables and the associated p-value indicates the statistical significance of the two variables relationship. The analysis of Variance is used to calculate the mean difference between different groups. The calculated f-value represents the multiple of the difference between groups relative to the random fluctuations within the group. The larger the f-value, the more likely the difference between groups is to exceed the random error. The p-value represents the same meaning as the above correlation test.

3.4 Secondary research

The present study utilizes online academic literature as secondary data. Searches were conducted in CNKI and Google Scholar and the CRAAP test was applied to evaluate each source for currency, relevance, authority, accuracy and purpose. The secondary research aimed to gain detailed insights of the advantages and disadvantages of AI application in international high school education, identify the several frequently mentioned themes, and summarize them to inform the design of questionnaire and interview questions.

4. Results

4.1 People's level of understanding of AI and level of liking for AI application in education

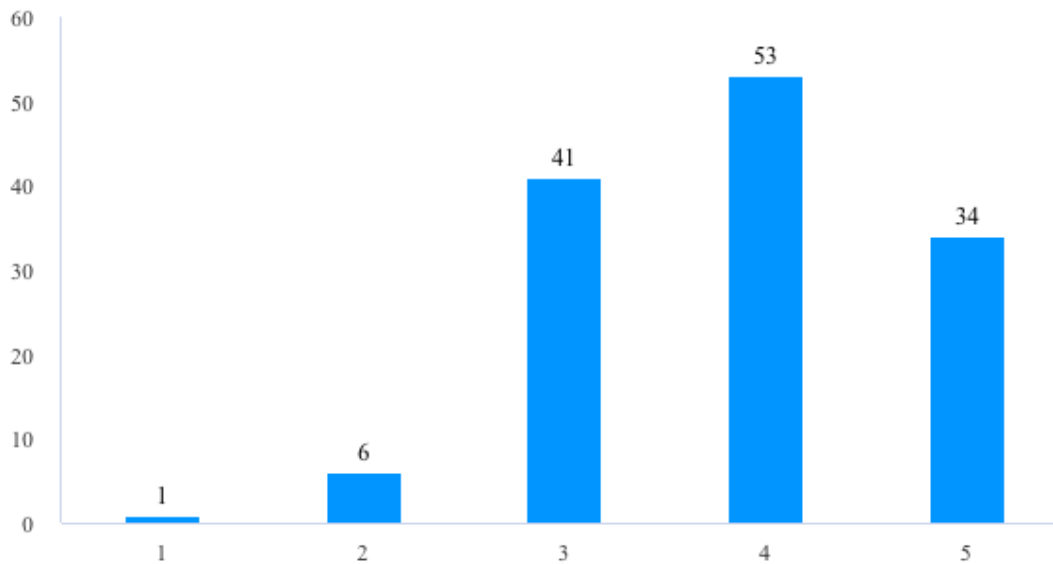


Figure1 The level of understanding of AI

Figure 1 shows the scores given by 135 students on their understanding level of AI. The average score of this question is 3.84, which indicates that most students (128) have a considerable understanding of AI, while only a small number of them (7) have a relatively limited knowledge of it.

Figure 2 presents the score given by 135 students on the

level of liking for AI. The average value of this question is 4.01, which means the majority of people have a high level of acceptance of AI, while only two people have a relatively low level of fondness for it.

Overall, among the 135 students, their understanding and fondness level for AI are relatively high.

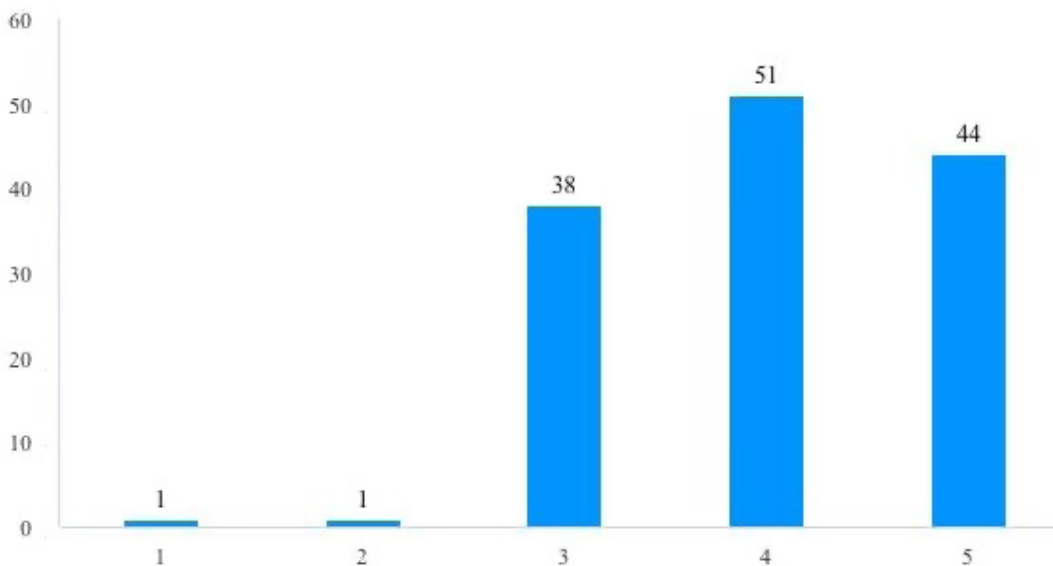


Figure 2 The level of liking for AI application in education

Table 1 Correlation test of AI understanding and optimism toward AI's future in education, and of recognition of AI's learning-efficiency benefits and that same optimism.

Correlation test	Variable 1	Variable 2	R-value	P-value
①	The level of understanding of AI	The optimism towards the future development prospects of AI in the field of education	0.1962	0.022569
②	The degree of recognition for AI's ability to enhance learning efficiency	The optimism towards the future development prospects of AI in the field of education	0.5586	P<0.00001

Table 1 presents a correlation analysis between students' level of understanding of AI and their future acceptance of it. As shown in table ①, the R-value is 0.1962, which means there is a weak positive relationship between two variables. Therefore, the deeper people's understanding of AI is, the more they will accept AI in the future, and vice versa. The table1 shows the p-value is 0.022596, which means the result is significant.

Table 1 shows a correlation test between the degree of recognition for AI's ability to enhance learning efficiency

and the optimism towards the future development prospects of AI in the field of education. As show in table ②, the R-value is 0.5586, which means there is a moderate positive relationship between two variables. Hence, a tendency for high intensity of improving learning efficiency go with a positive acceptance of AI in the future, and vice versa. In addition, p-value is smaller than 0.00001, which represents the result is significant.

4.2 The application of AI in the field of education

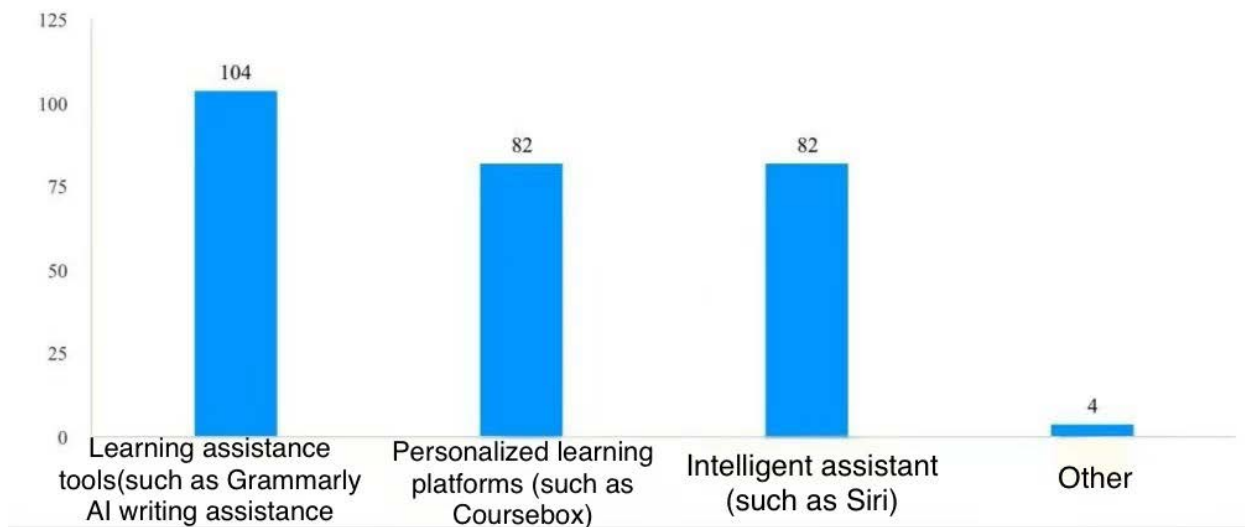


Figure 3 (multiple choice)-AI related products or applications in studies

Figure 3 presents the number of students who use different AI related products or application in studies. Among them, learning assistance tools have the largest number of students using them in daily studies, with total of 104 people. The next in terms of usage numbers are personalized learning platforms and intelligent assistants, both of which have 82 users. There are also a few students who have come into contact with other AI-related products during their daily studies, such as AI painting.

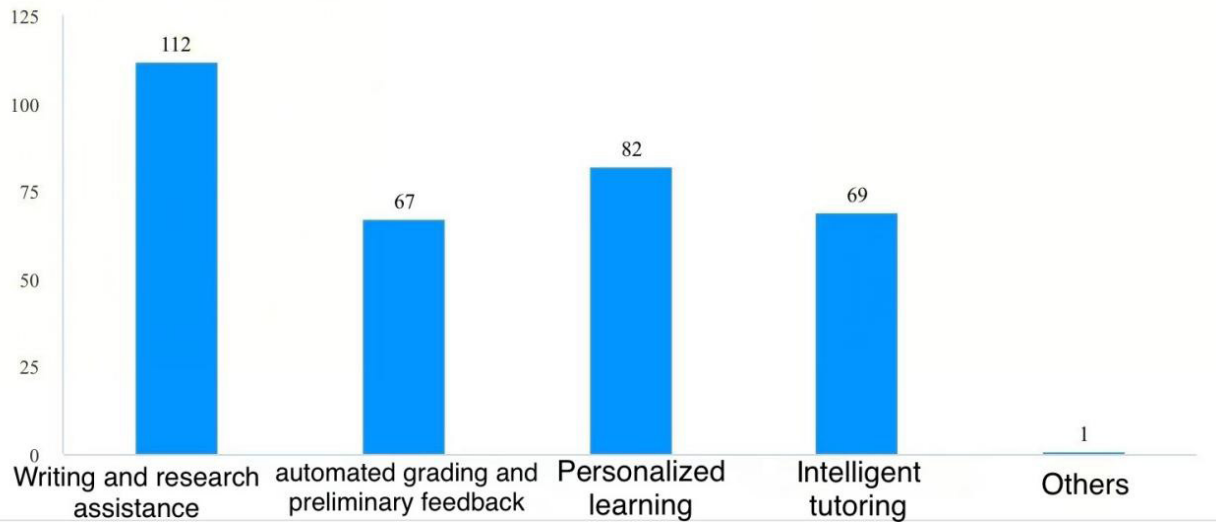


Figure 4 (multiple choice)-the most common application form of AI technology in high school education

Figure 4 shows the number of students in each of the common application forms of high school education. As can be seen from the graph, writing and research assistance are the forms of AI technology application that students consider to be the most common in high school education, with total of 112 students. Moreover, the students believe that personalized learning, intelligent tutoring, as well as

automated scoring and initial feedback are also frequently employed in high school education, with 82, 69, and 67 students respectively.

4.3 The advantages and disadvantages of applying AI in the field of education

4.3.1 Advantages

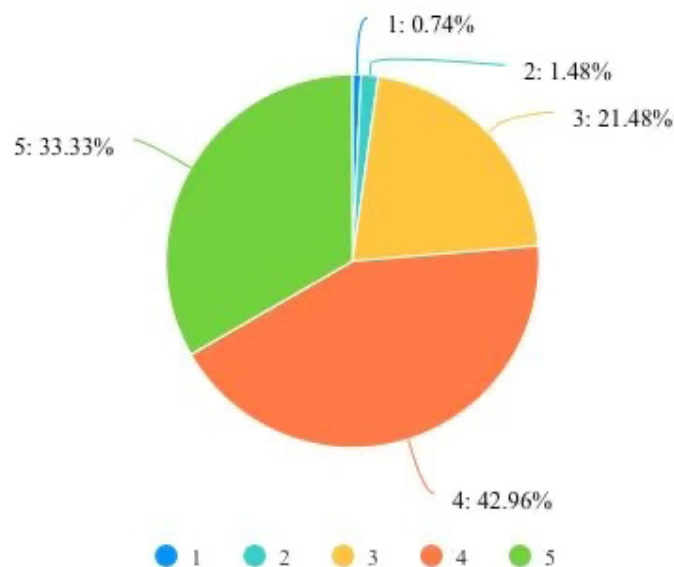


Figure 5 The degree of improvement in learning effectiveness is reflected in the application of AI personalized learning

As can be seen from the Figure 5 above, 97.77% of the students believe that the application of AI technology in personalized learning can effectively enhance learning

outcomes. Among them, 76.29% of students believe that the learning effect has been greatly improved with help of AI. A few of students, with only 2.22%, believe that the

application of AI technology in personalized learning has not brought any significant change or has even reduced the learning effect.

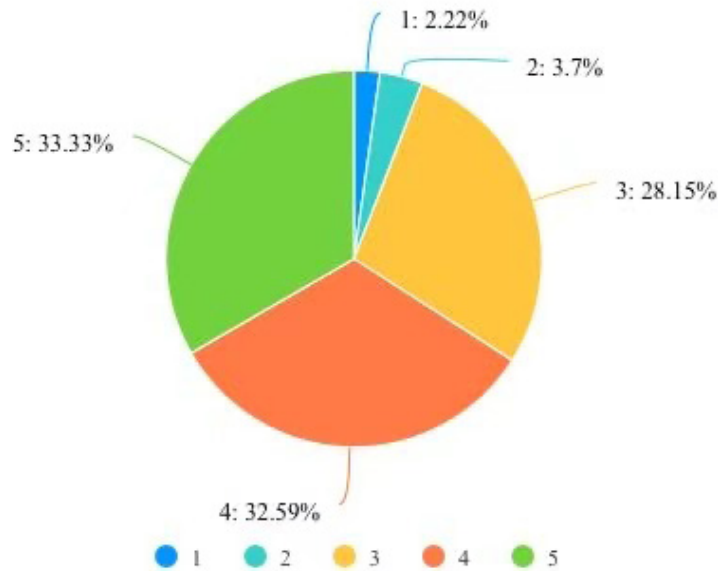


Figure 6 The degree of effective assistance provided by AI in helping students plan their future career development

As can be seen from the Figure 6 above, 94.07% of the students believe that artificial intelligence is beneficial to their future career development. Only a few students think that artificial intelligence is of no help or even completely useless.

Table 2 Analysis of Variance-Will gender affect the degree of approval for the career development suggestions provided by AI?

Options	Sample size	Mean value	Standard deviation
Man	47	4.00	1.0
Female	87	3.87	0.97
Other	1	3.00	-
F		0.685	
P		0.506	

As shown in Table 2, gender had no significant impact on the “degree of recognition of AI career development suggestions” ($p > 0.05$). The mean difference between the male and female groups was only 0.13 points, which was also of little practical significance.

4.3.2 Disadvantages

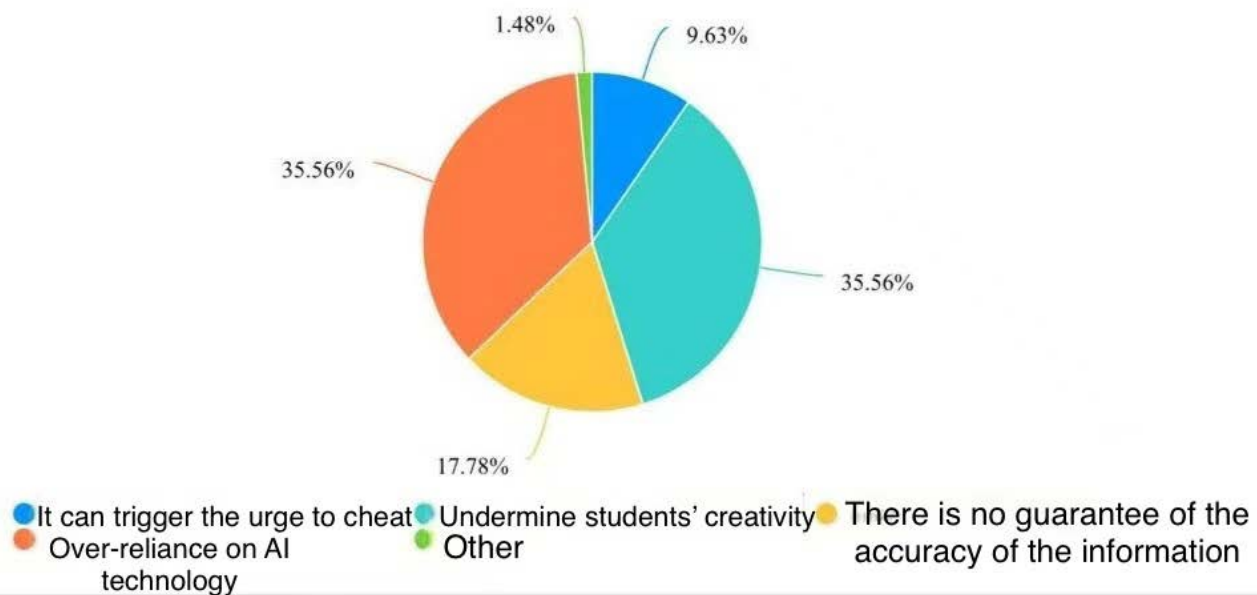


Figure 7 The biggest problem that AI may bring to learning

As can be seen from the Figure 7, students believe that the biggest problem brought by AI is that it will make people overly dependent on technology and weaken students' creativity and critical thinking skills. Both of these issues account for 35.56% of the responses. Besides that, one of the potential problems brought by AI is that it may not guarantee the accuracy of the information, with 17.78% of the students. Finally, it may trigger the urge to cheat, with a total of 9.63% of the people.

4.4 Interview results

The interview results include the positive and negative evaluations of the application of AI in international high school education, as well as some suggestions for the future.

Two teachers praised AI's classroom benefits: the chemistry teacher noted that virtual labs let students witness unsafe-procedure consequences risk-free and curb animal use, while the English teacher highlighted AI's instant analysis of emotion and performance, acting as a "private tutor" that tailors content to each learner and uses tools like Kahoot to boost engagement.

Nonetheless, teachers also warned of AI's risks: it may erode their roles, embed bias, and foster misuse. Currently, AI only automates chores like attendance; values and pastoral care remain human tasks. Bias appears in content—such as career tools steering boys to engineering and girls to humanities. Cheating with AI is nothing new, but AI-generated work feels soulless and mechanical, dulling students' creativity and critical thinking.

Overall, both teachers agree AI benefits both students and

teachers, offering immersive learning and efficient support; to curb its drawbacks, they suggest clear usage rules and detection tools.

5. Discussion

Based on the previous literature review, questionnaire data analysis and interview findings, the study found that the data obtained from the questionnaire and interview can effectively support the content of the literature review.

5.1 People's acceptance of AI and its Impact

According to the questionnaire data results, almost all students have a high level of understanding of AI and a high level of future acceptance. The extent to which students understand AI and their recognition of AI's assistance in personalized learning influence their acceptance of AI's future application in the field of education. The higher the understanding level, the higher the recognition of the effectiveness of personalized learning, and the higher the acceptance of applying AI in the future field of education. The previous study shows that the higher an individual's perceived integrity and awareness of educational intelligence, the more pronounced their intuitive experience and value expectancy, and thus the more likely they are to embrace artificial intelligence technology (Ma, Wang & Liu, 2025). As a key subject in education, students should receive AI literacy education and master its scientific usage methods. Students must understand the basic principles and application scenarios of generative artificial intelligence, thereby enhancing their technological application capabilities (Li, Nie, Wang, Yuan, Zhu, Zhao & Zhu,

2024).

5.2 The Advantages and Disadvantages of the application of AI in international High School Education and Reasons Behind

In terms of positive impacts, first of all, this study found that AI will have positive effect on personalized learning of students. As shown in the questionnaire results, almost all the students believe that AI personalized learning can effectively improve learning efficiency, and more than three quarters of the students think that their learning outcomes have been greatly helped. This is supported by the research of Yin (2025) that personalized learning paths dynamically monitor individual student differences to tailor content, enhance efficiency, and spark learning initiative.

Besides, as can be concluded from the interview results, AI application in international high school will help enhance the teaching efficiency. Both interviewees accepted that AI, serving as a private customized tutor, which can assess students' performance and provide more accurate teaching guidance for teachers. This is in line with previous studies, AI provides a highly efficient assessment and feedback system, which can evaluate each student's learning progress and provide teachers with flexible teaching strategies (Li, 2024).

However, in terms of negative impacts, the degradation of critical thinking due to excessive reliance on AI to complete assignments becomes the top concern for nearly two-thirds of international high school students from the result of the questionnaire. Cai and Du (2025) indicates that 30% of students rely on these systems to complete the core creation of their assignments. Such academic dishonesty behavior may, at the least, lead to a decline in critical thinking abilities, and at the worst, result in cognitive atrophy.

In addition, the interviewed teachers pointed out that AI might have stereotypes regarding gender, and when performing recommendation tasks, men are encouraged to choose engineering majors, while women are encouraged to pursue humanities majors, this is supported by previous studies that there is a risk of bias and discrimination in AI. The gender and racial biases of AI in career recommendations, as mentioned in the literature review, may limit students' future development (Miao, 2025). However the questionnaire shows a contradiction to the opinion, there is no difference in the career development among male and female, this may be because International high schools let students pick courses that match their interests and career goals, offering tailored plans that guide them to explore professions instead of following gender stereotypes

(Zhang, 2023). As UNESCO published in 2022, such a curriculum design can enable students to obtain accurate information about gender identity and expression, break the stereotypes about gender division in occupations, and encourage students to pursue their ideal careers.

5.3 The Suggestions to Future Application of AI in International High School Education

Based on the advantages and disadvantages brought by AI applications mentioned above, the study holds that the positive impacts of artificial intelligence outweigh the negatives for international high school education, because shortcomings can be changed through school strategies.

First and foremost, the phenomenon that artificial-intelligence algorithms may inherently carry gender stereotypes cannot be completely eliminated. To reduce its occurrence in international high schools, from the ideological level, teachers should guide students to pursue the fields they are genuinely interested in rather than be constrained by gender expectations. At the same time, teachers and schools need to strengthen the ethical oversight and management of AI technologies, prohibiting students from using high-risk AI software so as to prevent potential discrimination (Yuan & Hou, 2025).

Moreover, regarding the issue of excessive reliance on artificial intelligence leading to academic dishonesty behavior, this phenomenon can be mitigated through appropriate guidance strategies. As it is mentioned in the data analysis that the most common scenario where students use AI is for writing assistance, with a total of 112 students choosing it, which is about 1.5 times the number of students choosing other options. Therefore, schools can reflect on what factors cause students to rely so heavily on AI when writing. Schools can enhance students' writing skills by offering relevant courses. At the same time, they can introduce courses on artificial intelligence ethics to guide students to abide by the AI writing guidelines issued by the Ministry of Education, thereby helping them improve their digital literacy (Cai & Du, 2025). Moreover, teachers can guide students to utilize the AI personalized learning function to assist themselves in improving their writing skills. This approach better meets individual needs and thus can more effectively address the deficiencies in a particular area.

Last but not least, the training of teachers is equally important because it will affect students' attitudes towards the use of AI. Hence, schools should provide AI application training for teachers to help them establish the correct mindset for using AI. Then, schools should encourage teachers to properly apply artificial intelligence technology in the classroom. For instance, involving interesting in-

teractive sections not only increase students' participation but also enables them to better absorb knowledge.

6. Evaluation

The study has its strength. First and foremost, the research utilized triangulation method to do searching. The questionnaire has a high reliability because standardized method can be replicated as accurately as possible, to allow the confirmation of results, and the semi-structured interview was used to simultaneously gain a detailed understanding and further in-depth information of AI applications in international high school education, to ensure the validity of the research. The combination of quantitative method and qualitative method can have a more in-depth discussion on the profound impacts brought about different factors. In addition, the data analysis was thorough, using various forms of charts to present the data, and connecting different data set together. Variance analysis and correlation analysis were employed to explore whether there were certain relationships between the different data. Lastly, literature were carried out using the CRAAP method, and an all-round assessment is conducted of an article. The currency of almost all articles used in this research are within five years and the authors are people with rich experience in this field.

However, there are some drawbacks. The data in this study is derived from a sample from the high school department of Olive Tree International Academy and may not fully represent the data of high school from other international schools. Therefore, future research can further expand the sample range to verify the universality of the conclusion. Moreover, there might be issues with the quality of the data. Respondents might answer questions perfunctorily, such as filling in answers randomly, which would affect the accuracy of the data analysis. Hence, future research can seek the teachers' help and release it in the form of a task, which will make them complete this questionnaire more seriously.

7. Summary

In conclusion, the research holds that the positive impacts of artificial intelligence outweigh the negatives for international high school education. This study found that the depth of students' understanding of AI and their awareness of personalized learning functions directly influence their willingness to accept AI in future education. Therefore, enhancing AI literacy among students can improve teaching effectiveness and facilitate knowledge acquisition. Positive impacts of AI in education include personalized learning that boosts students' efficiency

and intelligent tools that enhance teachers' instructional productivity. Nevertheless, students' over-reliance on AI, largely due to weak writing skills, as confirmed by survey data, can be addressed through a dual-track approach to enhance writing skills by AI personalized learning and classroom practice. Additionally, although AI may exhibit gender bias, students at the international school studied, whose education emphasizes individual interests, are less affected; however, the school still needs to strengthen ethical oversight. Finally, teachers should receive training to develop sound values regarding AI use.

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