

REFERENCES

- Agencia de la Calidad en Educación. (2016). *Resultados de Aprendizaje Escritura 2016 Contenidos*.
- Al Darayseh, A. (2023). Acceptance of artificial intelligence in teaching science: Science teachers' perspective. *Computers and Education: Artificial Intelligence*, 4(October 2022), 100132. <https://doi.org/10.1016/j.caeai.2023.100132>
- Albert Bandura. (1994). Self-efficacy. *The Wiley Encyclopedia of Personality and Individual Differences*, 1994, 387–391. <https://doi.org/10.1002/9781118970843.ch243>
- Aljohani, R. A. (2021). Teachers and students' perceptions on the impact of artificial intelligence on English Language Learning in Saudi Arabia. *Journal of Applied Linguistics and Language Research*, 8(1), 36–47. www.jallr.com
- An, X., Chai, C. S., Li, Y., Zhou, Y., Shen, X., Zheng, C., & Chen, M. (2023). Modeling English teachers' behavioral intention to use artificial intelligence in middle schools. *Education and Information Technologies*, 28(5), 5187–5208. <https://doi.org/10.1007/s10639-022-11286-z>
- Antonenko, P., & Abramowitz, B. (2023). In-service teachers' (mis)conceptions of artificial intelligence in K-12 science education. *Journal of Research on Technology in Education*, 55(1), 64–78. <https://doi.org/10.1080/15391523.2022.2119450>
- Australian Curriculum, & Assessment and Reporting Authority (ACARA). (2021). *National Assessment Program Literacy and Numeracy. Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021*. www.acara.edu.au
- Baaijen, V. M., & Galbraith, D. (2018). Discovery Through Writing: Relationships with Writing Processes and Text Quality. *Cognition and Instruction*, 36(3), 199–223. <https://doi.org/10.1080/07370008.2018.1456431>

- Bailey, J. (2023). AI in Education: The leap into a new era of machine intelligence carries risks and challenges, but also plenty of promise. *Education Next*, 23(4), 28–35.
- Bañales, G., Ahumada, S., Graham, S., Puente, A., Guajardo, M., & Muñoz, I. (2020). Teaching writing in grades 4–6 in urban schools in Chile: a national survey. *Reading and Writing*, 33(10), 2661–2696.
<https://doi.org/10.1007/s11145-020-10055-z>
- Benyta, B. E., & Ningsih, S. K. (2023). Exploring the Teacher's Experiences of Using Digital Technology in Teaching Writing Skills. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 1460–1465. <https://doi.org/10.54371/jiip.v6i3.1768>
- Bhandari, L. P. (2020). Teaching writing through task-based instruction: Exploring English teachers' experiences. *International Journal of Language and Literary Studies*, 2(4), 177–186. <https://doi.org/10.36892/ijlls.v2i4.466>
- Blanchard, K., Root, C., & Reddingius, E. A. (1998). *Get Ready to Write: A Beginning Writing Text*. Longman Pub Group.
- Brinkerhoff, J. (2006). Effects of a Long-Duration, Professional Development Academy on Technology Skills, Computer Self-Efficacy, and Technology Integration Beliefs and Practices. *Journal of Research on Technology in Education*, 39(1), 22–43. <https://doi.org/10.1080/15391523.2006.10782471>
- Burkhardt, M. E., & Brass, D. J. (1990). Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power. *Administrative Science Quarterly*, 35(1), 104.
<https://doi.org/10.2307/2393552>
- Butler, D. L., & Sellbom, M. (2002). Barriers to adopting technology for teaching and learning. *Educause Quarterly*, 2, 22–28.
- Cahyono, B. Y., Istiqomah, F., Fitriah, I., & Gozali, I. (2023). EFL Teachers' Voice on Their Preferred Strategies in Teaching EFL Writing During the Pandemic: Investigating the Role of Technology. *Turkish Online Journal of Distance Education*, 24(3), 330–350. <https://doi.org/10.17718/tojde.1175925>

- Caner, M., & Aydin, S. (2021). Self Efficacy Beliefs of Pre-service Teachers on Technology Integration. *Turkish Online Journal of Distance Education*, 22(3), 76–96. <https://doi.org/10.17718/tojde.961820>
- Cardon, P., Fleischmann, C., Aritz, J., Logemann, M., & Heidewald, J. (2023). The Challenges and Opportunities of AI-Assisted Writing: Developing AI Literacy for the AI Age. *Business and Professional Communication Quarterly*, 86(3), 257–295. <https://doi.org/10.1177/23294906231176517>
- Cardona, M. A., & Ishmael, R. J. R. K. (2021). *Artificial Intelligence and the future of education, skills and learning*.
- Chen, S.-C., Li, S.-H., & Li, C.-Y. (2012). RECENT RELATED RESEARCH IN TECHNOLOGY ACCEPTANCE MODEL: A LITERATURE REVIEW. *Australian Journal of Business and Management Research*, 01(09), 124–127. <https://doi.org/10.52283/NSWRCA.AJBMR.20110109A14>
- Chung, J. E., Park, N., Wang, H., Fulk, J., & McLaughlin, M. (2010). Age differences in perceptions of online community participation among non-users: An extension of the Technology Acceptance Model. *Computers in Human Behavior*, 26(6), 1674–1684. <https://doi.org/10.1016/j.chb.2010.06.016>
- Compeau, D. R., & Higgins, C. A. (1995a). Application of Social Cognitive Theory to Training for Computer Skills. *Information Systems Research*, 6(2), 118–143. <https://doi.org/10.1287/isre.6.2.118>
- Compeau, D. R., & Higgins, C. A. (1995b). Computer Self-Efficacy: Development of a Measure and Initial Test. *MIS Quarterly*, 19(2), 189. <https://doi.org/10.2307/249688>
- Coppin, B. (2004). *Artificial Intelligence Illuminated* (1st ed.). Jones & Bartlett Learning.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Czaja, S. J., Charness, N., Fisk, A. D., Hertzog, C., Nair, S. N., Rogers, W. A., &

- Sharit, J. (2006). Factors predicting the use of technology: Findings from the center for research and education on aging and technology enhancement (create). *Psychology and Aging, 21*(2), 333–352.
<https://doi.org/10.1037/0882-7974.21.2.333>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems, 13*(3), 319–339. <https://doi.org/10.2307/249008>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. *Management Science, 35*(8), 982–1003.
<https://doi.org/10.1287/mnsc.35.8.982>
- Dr. Riduwan. (2013). *Metode dan Teknik Menyusun Tesis* (9th ed.). Alfabeta.
- Durndell, A., & Haag, Z. (2002). Computer self efficacy, computer anxiety, attitudes towards the Internet and reported experience with the Internet, by gender, in an East European sample. *Computers in Human Behavior, 18*(5), 521–535. [https://doi.org/10.1016/S0747-5632\(02\)00006-7](https://doi.org/10.1016/S0747-5632(02)00006-7)
- Elmunsyah, H., Suswanto, H., Asfani, K., & Hidayat, W. (2018). *The Effectiveness of Plagiarism Checker Implementation in Scientific Writing for Vocational High School. 201*(Aptekindo), 192–196.
<https://doi.org/10.2991/aptekindo-18.2018.42>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1.
<https://doi.org/10.11648/j.ajtas.20160501.11>
- Farhadiba, D., & Nunuk Wulyani, A. (2020). Investigating Preservice Teachers' Efficacy Level and Factors Influencing It. *KnE Social Sciences, 2020*, 40–49.
<https://doi.org/10.18502/kss.v4i4.6464>
- Fishbein, M., & Ajzen, I. (1975). Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research. *Reading, MA: Addison-Wesley*.
<https://doi.org/10.2307/2065853>

- Fitria, Tiara Nur. (2021). Artificial Intelligence (AI) in Education: Using AI Tools for Teaching and Learning Process. *Prosiding Seminar Nasional & Call for Paper STIE AAS, September*.
- Fitria, Tira Nur. (2021a). Grammarly as AI-powered English Writing Assistant: Students' Alternative for Writing English. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(1), 65.
<https://doi.org/10.31002/metathesis.v5i1.3519>
- Fitria, Tira Nur. (2021b). Grammarly as AI-powered English Writing Assistant: Students' Alternative for Writing English. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(1), 65.
<https://doi.org/10.31002/metathesis.v5i1.3519>
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25* (9th ed.). Universitas Diponegoro.
- Gist, M. E., Schwoerer, C., & Rosen, B. (1989). Effects of alternative training methods on self-efficacy and performance in computer software training. *Journal of Applied Psychology*, 74(6), 884–891.
<https://doi.org/10.1037/0021-9010.74.6.884>
- Graham, S. (2019). Changing How Writing Is Taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching Writing Through Canva Application To Enhance Students' Writing Performance. *JOLLT Journal of Languages and Language Teaching*, 9(2), 228.
<http://ojs.ikipmataram.ac.id/index.php/jollt/index>
- Harlan, J. (2018). Analisis regresi linear. *Journal of Chemical Information and Modeling*, 53(9), 1–119.
- Henry, J. W., & Stone, R. W. (1994). A Structural Equation Model Of End-User Satisfaction With A Computer-Based Medical Information System. *Information Resources Management Journal*, 7(3), 21–33.
<https://doi.org/10.4018/irmj.1994070102>

- Hill, T., Smith, N. D., & Mann, M. F. (1987). Role of efficacy expectations in predicting the decision to use advanced technologies: The case of computers. *Journal of Applied Psychology, 72*(2), 307–313.
<https://doi.org/10.1037/0021-9010.72.2.307>
- Holden, H., & Rada, R. (2011). Understanding the influence of perceived usability and technology self-efficacy on teachers' technology acceptance. *Journal of Research on Technology in Education, 43*(4), 343–367.
<https://doi.org/10.1080/15391523.2011.10782576>
- Hong, J. W. (2022). I Was Born to Love AI: The Influence of Social Status on AI Self-Efficacy and Intentions to Use AI. *International Journal of Communication, 16*, 172–191.
- Igbaria, M. (1995). The effects of self-efficacy on computer usage. *Omega, 23*(6), 587–605. [https://doi.org/10.1016/0305-0483\(95\)00035-6](https://doi.org/10.1016/0305-0483(95)00035-6)
- Inayah, N., Nanda, R. P., & Aceh, B. (2016). Efforts to Improve Writing Skills of High School Students. *3*(1), 50–64.
- Jones, M. T. (2008). Artificial Intelligence: A System Approach. *Infinity Science Press LLC*.
- Joo, Y.-J., Bong, M., & Choi, H.-J. (2000). Self-efficacy for self-regulated learning, academic self-efficacy, and internet self-efficacy in web-based instruction. *Educational Technology Research and Development, 48*(2), 5–17. <https://doi.org/10.1007/BF02313398>
- Joo, Y. J., Park, S., & Lim, E. (2018). Factors Influencing Preservice Teachers' Intention to Use Technology. *Educational Technology & Society, 21*(3), 48–59. <https://www.jstor.org/stable/26458506>
- Jorde-Bloom, P., & Ford, M. (1988). Factors Influencing Early Childhood Administrators' Decisions regarding the Adoption of Computer Technology. *Journal of Educational Computing Research, 4*(1), 31–47.
<https://doi.org/10.2190/GQQ2-9U70-5552-5RE7>
- Kangasharju, A., Ilomäki, L., Lakkala, M., & Toom, A. (2022). Lower secondary

- students' poetry writing with the AI-based Poetry Machine. *Computers and Education: Artificial Intelligence*, 3(May 2021).
<https://doi.org/10.1016/j.caeai.2022.100048>
- Karunaratne, S. K., Navaratne, H. L., & Lanka, S. (2023). *The Impact of the Reading Habit on the Writing Skills of Primary Students*. 7(4), 15–27.
<https://doi.org/10.22158/sll.v7n4p15>
- Kendra Reed, D. H. D., & May, D. R. (2005). The Impact of Aging on Self-efficacy and Computer Skill Acquisition. *Journal of Managerial Issues*, 17(2), 212–228. <https://www.jstor.org/stable/40604496>
- Kukul, V. (2023). Modelling the Spectrum of Technology Integration from Teacher Training to Usage Intention: Findings from a Two-Phase Study. *Technology, Knowledge and Learning*, 0123456789.
<https://doi.org/10.1007/s10758-023-09658-6>
- Lianto, L. (2019). Self-Efficacy: A Brief Literature Review. *Jurnal Manajemen Motivasi*, 15(2), 55. <https://doi.org/10.29406/jmm.v15i2.1409>
- Luarn, P., & Lin, H.-H. (2005). Toward an understanding of the behavioral intention to use mobile banking. *Computers in Human Behavior*, 21(6), 873–891. <https://doi.org/10.1016/j.chb.2004.03.003>
- Lucyanda, J., Fakultas, D. A., & Unisma, E. (2010). Pengujian Technology Acceptance Model (Tam) Dan Theory Planned Behavior (Tpb). *JRAK Agustus*, 2(1995), 1–14.
- Maidiana, M. (2021). Penelitian Survey. *ALACRITY: Journal of Education*, 1(2), 20–29. <https://doi.org/10.52121/alacrity.v1i2.23>
- Mailizar, M., Burg, D., & Maulina, S. (2021). Examining university students' behavioural intention to use e-learning during the COVID-19 pandemic: An extended TAM model. *Education and Information Technologies*, 26(6), 7057–7077. <https://doi.org/10.1007/s10639-021-10557-5>
- Marasinghe, I. K., Weerasooriya, W. A., & Rathnabahu, N. (2023). Behavioral intention to use electronic resources by distance learners: An extension of the

- technology acceptance model. *Journal of Librarianship and Information Science*, 096100062311545. <https://doi.org/10.1177/09610006231154538>
- Marill, K. A. (2004). Advanced Statistics: Linear Regression, Part I: Simple Linear Regression. *Academic Emergency Medicine*, 11(1), 87–93. <https://doi.org/10.1197/j.aem.2003.09.005>
- Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2236469>
- Masrom, M. (2007). Technology acceptance model and E-learning. *12th International Conference on Education*, May, 21–24.
- McDonald, T., & Siegall, M. (1992). The Effects of Technological Self-Efficacy and Job Focus on Job Performance, Attitudes, and Withdrawal Behaviors. *The Journal of Psychology*, 126(5), 465–475. <https://doi.org/10.1080/00223980.1992.10543380>
- Mediyawati, N., Young, J. C., & Nusantara, S. B. (2021). U-Tapis: Automatic Spelling Filter as an Effort to Improve Indonesian Language Competencies of Journalistic Students. *Jurnal Cakrawala Pendidikan*, 40(2), 402–412. <https://doi.org/10.21831/cp.v40i2.34546>
- Mijwel, M. M. (2015). History of Artificial Intelligence Yapay Zekânın T arihi. *Computer Science*, April 2015, 3–4. <https://doi.org/10.13140/RG.2.2.16418.15046>
- Miura, I. T. (1987). The relationship of computer self-efficacy expectations to computer interest and course enrollment in college. *Sex Roles*, 16(5–6), 303–311. <https://doi.org/10.1007/BF00289956>
- Mudassara Muzaffar, & Riaz Qadeer. (2022). The Effects of Technology-Based Teaching on the Writing Skills of EFL Learners at SSC Level. *Inception - Journal of Languages and Literature*, 2(2), 54–75. <https://doi.org/10.36755/ijll.v2i2.31>

- Murphy, C. A., Coover, D., & Owen, S. V. (1989). Development and Validation of the Computer Self-Efficacy Scale. *Educational and Psychological Measurement, 49*(4), 893–899. <https://doi.org/10.1177/001316448904900412>
- MURSYID. (2023). Integrating AI-Based Writing Tolls to Enhance Students' Learning Process in Digital Writing. 564–569.
- Nurmatova, S. (2023). *Scripted Curriculum : Obstacles in Teaching Writing Skills – Case Study in KRG , Iraq. July.*
- Ogletree, S. M., & Williams, S. W. (1990). Sex and sex-typing effects on computer attitudes and aptitude. *Sex Roles, 23*(11–12), 703–712. <https://doi.org/10.1007/BF00289258>
- Pedró, F. (2019). Artificial intelligence in education: challenges and opportunities for sustainable development. *Unesco, 46.* <https://unesdoc.unesco.org/ark:/48223/pf0000366994>
- Peng, R., Razak, R. A., & Halili, S. H. (2023). Factors influencing in-service teachers' technology integration model: Innovative strategies for educational technology. *PLoS ONE, 18*(8 August), 1–19. <https://doi.org/10.1371/journal.pone.0286112>
- Purcell, K., Buchanan, J., & Friedrich, L. (2013). The impact of digital tools on student writing and how writing is taught in schools. *National Writing Project, 1–114.* <http://pewinternet.org/Reports/2013/Teachers-technology-and-writing>
- Radjabova, G. (2023). Corpus Technologies in Teaching Academic Writing. *Foreign Languages in Uzbekistan, 92–103.* <https://doi.org/10.36078/1679549918>
- Rusmiyanto, R., Huriati, N., Fitriani, N., Tyas, N. K., Rofi'i, A., & Sari, M. N. (2023). The Role Of Artificial Intelligence (AI) In Developing English Language Learner's Communication Skills. *Journal on Education, 6*(1), 750–757. <https://doi.org/10.31004/joe.v6i1.2990>
- Saeid, N., & Eslaminejad, T. (2016). Relationship between Student's Self-

- Directed-Learning Readiness and Academic Self-Efficacy and Achievement Motivation in Students. *International Education Studies*, 10(1), 225.
<https://doi.org/10.5539/ies.v10n1p225>
- Seo, K., Tang, J., Roll, I., Fels, S., & Yoon, D. (2021). The impact of artificial intelligence on learner–instructor interaction in online learning. *International Journal of Educational Technology in Higher Education*, 18(1), 54.
<https://doi.org/10.1186/s41239-021-00292-9>
- Setlight, K. C. M. S., Betaubun, M., & Kartika, V. (2023). Involving Problem-Based Learning as an Alternative for EFL Students’ Writing Improvement: A Method for Teaching Writing. *Journal of English Culture, Language, Literature and Education*, 11(2), 210–235.
<https://doi.org/10.53682/eclue.v11i2.6625>
- Shahriar, A., & Laboni, F. (2023). *Potential Success in English Writing Skills Using Artificial Intelligence Potential Success in English Writing Skills Using Artificial Intelligence “ Grammarly .” October.*
- Shamburg, C. (2004). Conditions that Inhibit the Integration of Technology for Urban Early Childhood Teachers. *Information Technology in Childhood Education Annual*, 227–244.
<http://www.learntechlib.org.ezproxy1.lib.asu.edu/p/5276/>
- Sharif Abbasi, M., Hussain Chandio, F., Fatah Soomro, A., & Shah, F. (2011). Social influence, voluntariness, experience and the internet acceptance. *Journal of Enterprise Information Management*, 24(1), 30–52.
<https://doi.org/10.1108/17410391111097410>
- Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999). A Self-Efficacy Theory Explanation for the Management of Remote Workers in Virtual Organizations. *Organization Science*, 10(6), 758–776.
<https://doi.org/10.1287/orsc.10.6.758>
- Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022). Artificial Intelligence in EFL Classrooms: Friend or Foe? *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232–256.

- Sumandal, A. H. (2023). Teachers' Self-Efficacy with Artificial Intelligence (AI) Based Educational Tools Allan H. Sumandal School of Graduate Studies, Saint Mary's University, Bayombong, Nueva Vizcaya, Philippines DOI: 10.5281/zenodo.10002206. *Ignatian International Journal for Multidisciplinary Research*, 1(1), 1–10.
<https://doi.org/10.5281/zenodo.10002206>
- Sureda Jaune, Comas Rubén, F. M. (2015). Plagio académico entre alumnado de secundaria y bachillerato : Diferencias en cuanto al género y la procrastinación. *Revista Científica de Educomunicación*, 103–111.
<http://www.revistacomunicar.com/index.php?contenido=detalles&numero=44&articulo=44-2015-11>
- Surendran, P. (2012). Technology Acceptance Model: A Survey of Literature. *International Journal of Business and Social Research*.
- Syahnaz, M., & Fithriani, R. (2023). Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students' Perceptions. *Scope : Journal of English Language Teaching*, 7(2), 210. <https://doi.org/10.30998/scope.v7i2.14882>
- Tao, D. (2008). Understanding intention to use electronic information resources: A theoretical extension of the technology acceptance model (TAM). *AMIA ... Annual Symposium Proceedings / AMIA Symposium. AMIA Symposium, Figure 2*, 717–721.
- Thomas, D. P. (2020). Rapid decline and gender disparities in the NAPLAN writing data. *The Australian Educational Researcher*, 47(5), 777–796.
<https://doi.org/10.1007/s13384-019-00366-8>
- Tibus, E. (2023). Cotextualized Prompts for Developing Graders' Composition. July.
- Timms, M. J. (2016). Letting Artificial Intelligence in Education out of the Box: Educational Cobots and Smart Classrooms. *International Journal of Artificial Intelligence in Education*, 26(2), 701–712.
<https://doi.org/10.1007/s40593-016-0095-y>

- Torkzadeh, G., & Koufteros, X. (1994). Factorial Validity of a Computer Self-Efficacy Scale and the Impact of Computer Training. *Educational and Psychological Measurement*, 54(3), 813–821.
<https://doi.org/10.1177/0013164494054003028>
- Torkzadeh, G., & Van Dyke, T. P. (2002). Effects of training on Internet self-efficacy and computer user attitudes. *Computers in Human Behavior*, 18(5), 479–494. [https://doi.org/10.1016/S0747-5632\(02\)00010-9](https://doi.org/10.1016/S0747-5632(02)00010-9)
- Ulla, M. B., Perales, W. F., & Busbus, S. O. (2023). ‘ To generate or stop generating response’ : Exploring EFL teachers’ perspectives on ChatGPT in English language teaching in Thailand. *Learning: Research and Practice*, 9(2), 168–182. <https://doi.org/10.1080/23735082.2023.2257252>
- Utami, S. P. T., Andayani, A., Winarni, R., & Sumarwati, S. (2023). Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive? *Contemporary Educational Technology*, 15(4), ep450. <https://doi.org/10.30935/cedtech/13419>
- Valizadeh, S., & Sahmaniasl, R. (2023). The impact of using Grammarly in teaching writing skills of Iranian advanced EFL students. *International Journal of Multidisciplinary Comprehensive Research*, 2(5), 24–26.
- Veiga Simão, A. M., Malpique, A. A., Frison, L. M. B., & Marques, A. (2016). Teaching writing to middle school students in Portugal and in Brazil: an exploratory study. *Reading and Writing*, 29(5), 955–979.
<https://doi.org/10.1007/s11145-015-9606-8>
- Venkatesh, Morris, Davis, & Davis. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, 27(3), 425.
<https://doi.org/10.2307/30036540>
- Warschauer, M., & Grimes, D. (2008). Automated Writing Assessment in the Classroom. *Pedagogies: An International Journal*, 3(1), 22–36.
<https://doi.org/10.1080/15544800701771580>
- Whitby, B. (2008). *Artificial Intelligence: A Beginner’s Guide*. Oneworld

Publications.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019).

Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 39. <https://doi.org/10.1186/s41239-019-0171-0>

