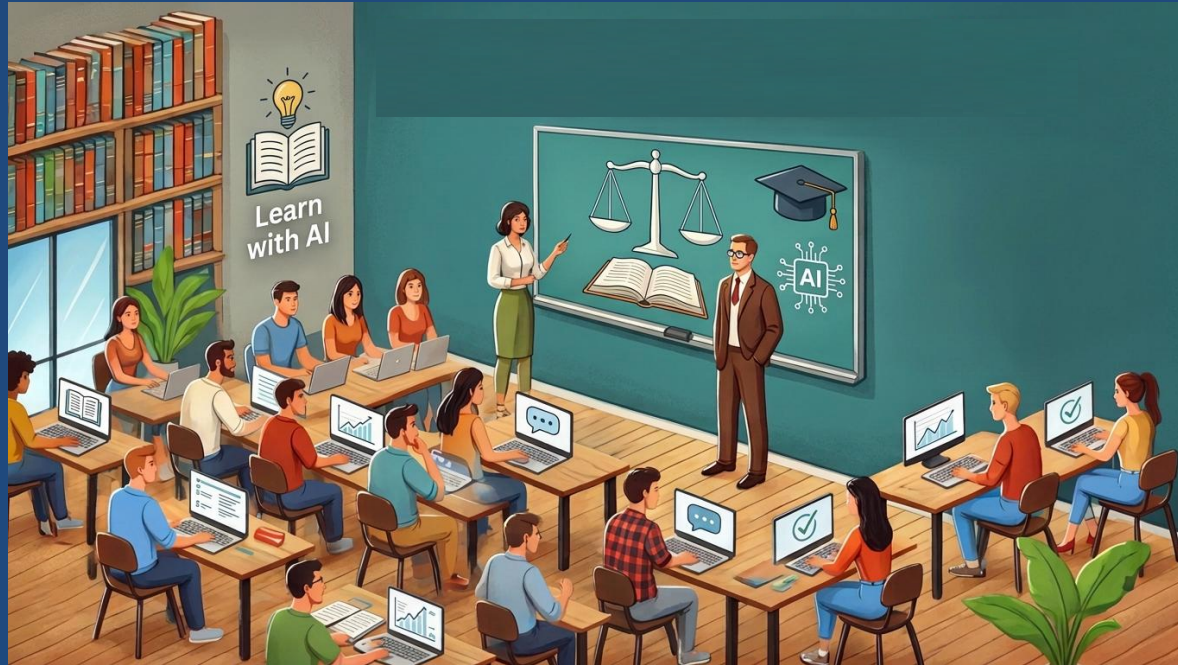


Ethical and Responsible AI use for Student Success



Prof. Sunil Hazari
Department of Marketing
Richards College of Business

October 14, 2026
World AI Week

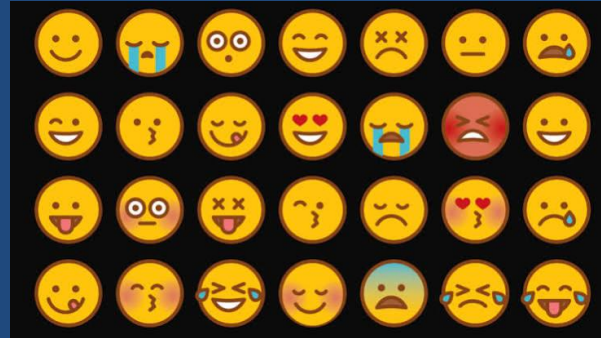
shazari@westga.edu
<https://sunilhazari.com/AI>

Agenda

- Advantages and Limitations of AI
- Understanding why Ethics is important
- Ethical & Responsible AI use
- AI Disclosure
- QR Code / Q&A



AI makes me.....



☐ Fearful

☐ Thankful

☐ Disgusted

☐ Hopeful

☐ Overwhelmed

☐ Curious

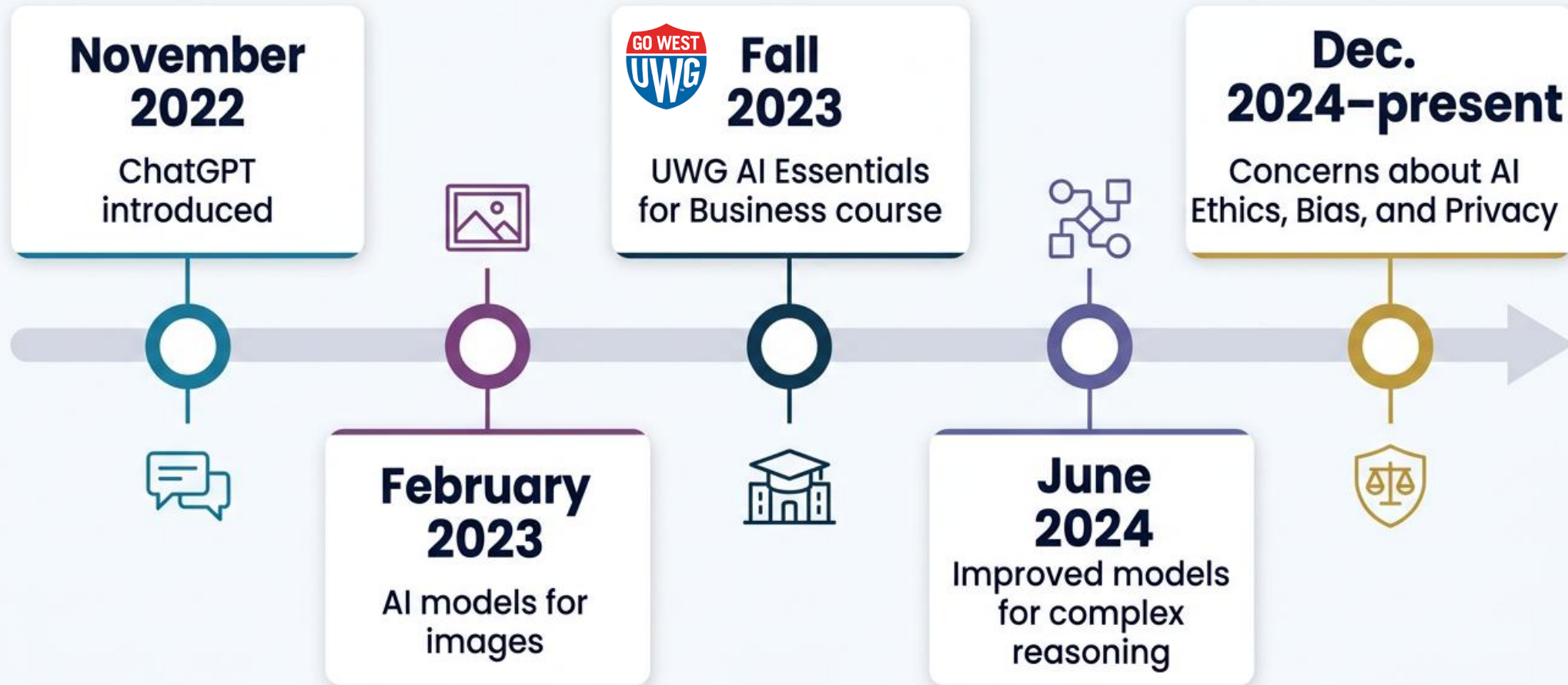
☐ Confused

☐ Creative

☐ Helpless

☐ Excited

AI Development Timeline



MKTG 3845: AI Essentials for Business

Week 1	History, Background, LLM, NLP, ML
Week 2	AI Models: ChatGPT/Gemini/Bing
Week 3	Prompt Engineering for Business
Week 4	AI Ethics/Bias/Risks
Week 5	Test & Optional Exercise
Week 6	AI tools for Statistics and Research
Week 7	Marketing 1 - AI Content Mktg
Week 8	Marketing 2 - AI & Social Media
Week 9	Business Strategy & AI
Week 10	Training AI Models
Week 11	AI Chatbots for Customer Service
Week 12	AI Decision Making & Predictive Analysis
Week 13	Accounting Applications of AI
Week 14	Financial Applications of AI
Week 15	Final Exam



AI - Iceberg Metaphor



Source:

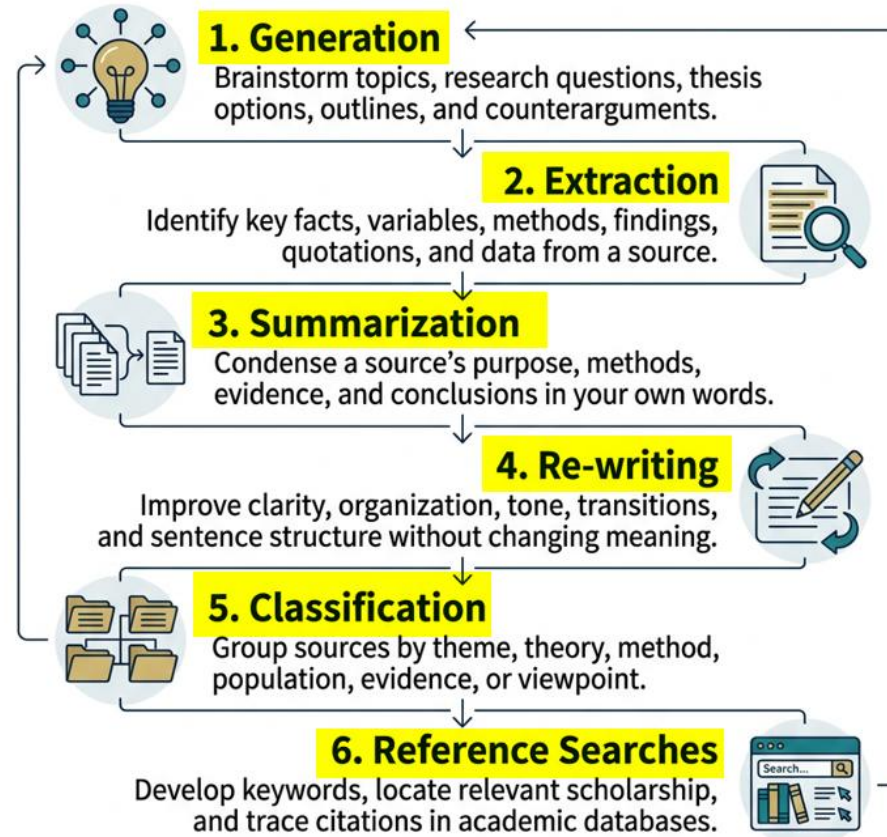
Hazari, S. (2024). Justification and roadmap for artificial intelligence (AI) literacy courses in higher education. *Journal of Educational Research and Practice*, 14(1), 7.



What does AI do best?

AI-Supported Research Paper Writing

Six ways AI can assist—while the researcher remains responsible.

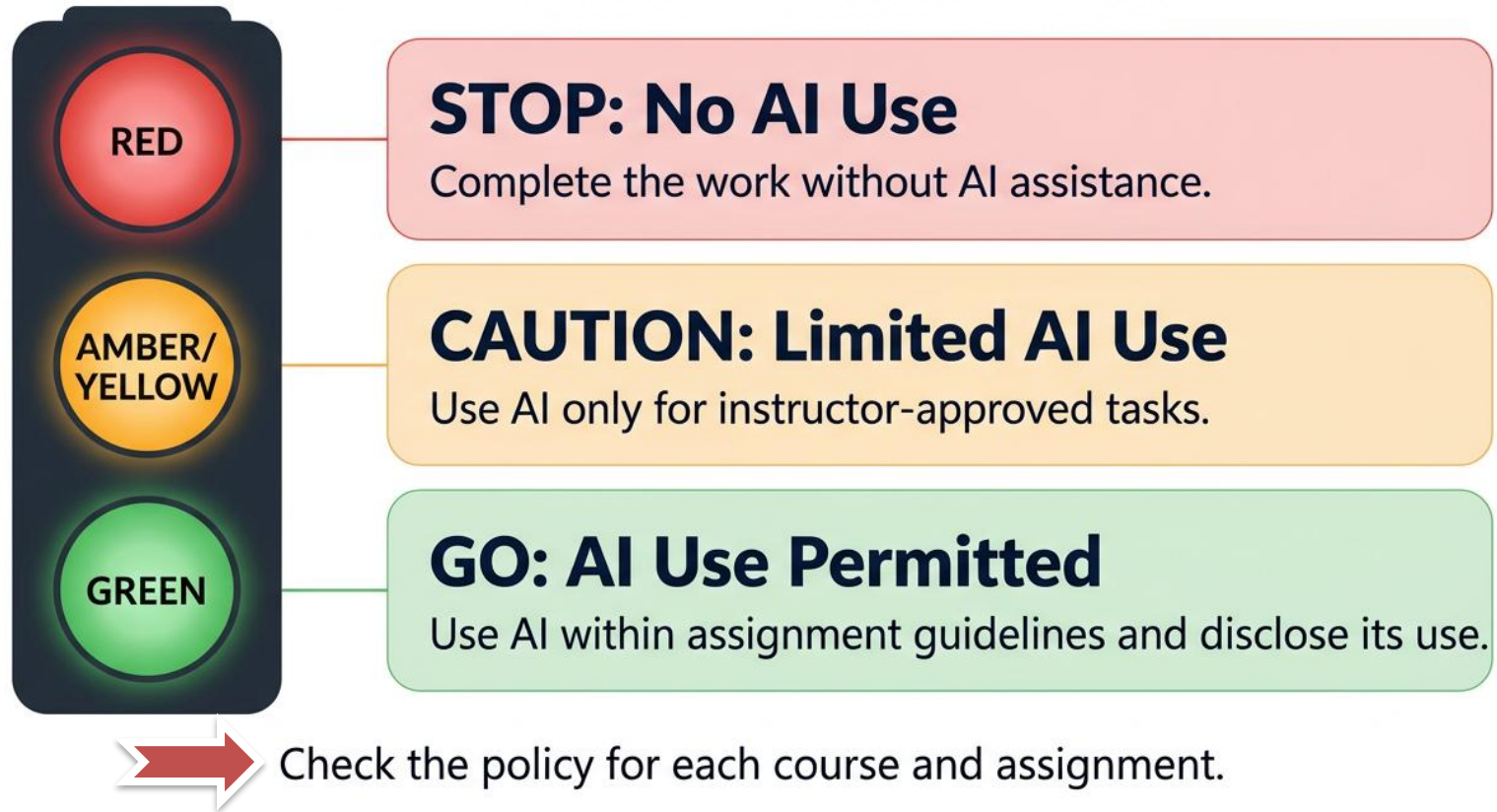


Researcher Checkpoint

Verify every fact, quotation, summary, and citation in the original source. Follow course or journal rules and disclose AI use when required.

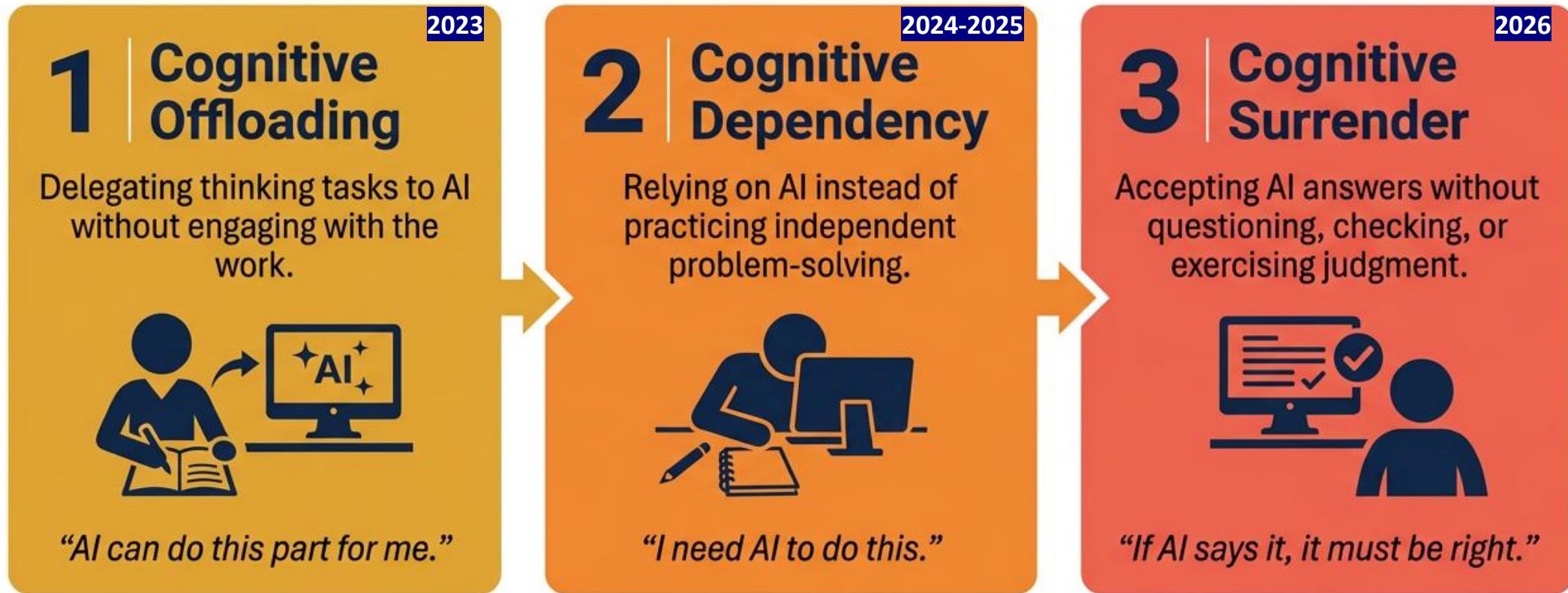


AI Use in UWG Courses



Cognitive Behavior

An illustrative progression of overreliance—not an inevitable sequence.



Offloading is not inherently misuse. The risk grows when AI replaces learning and independent judgment.
Use AI to support your thinking—not replace it.

BUSINESS +

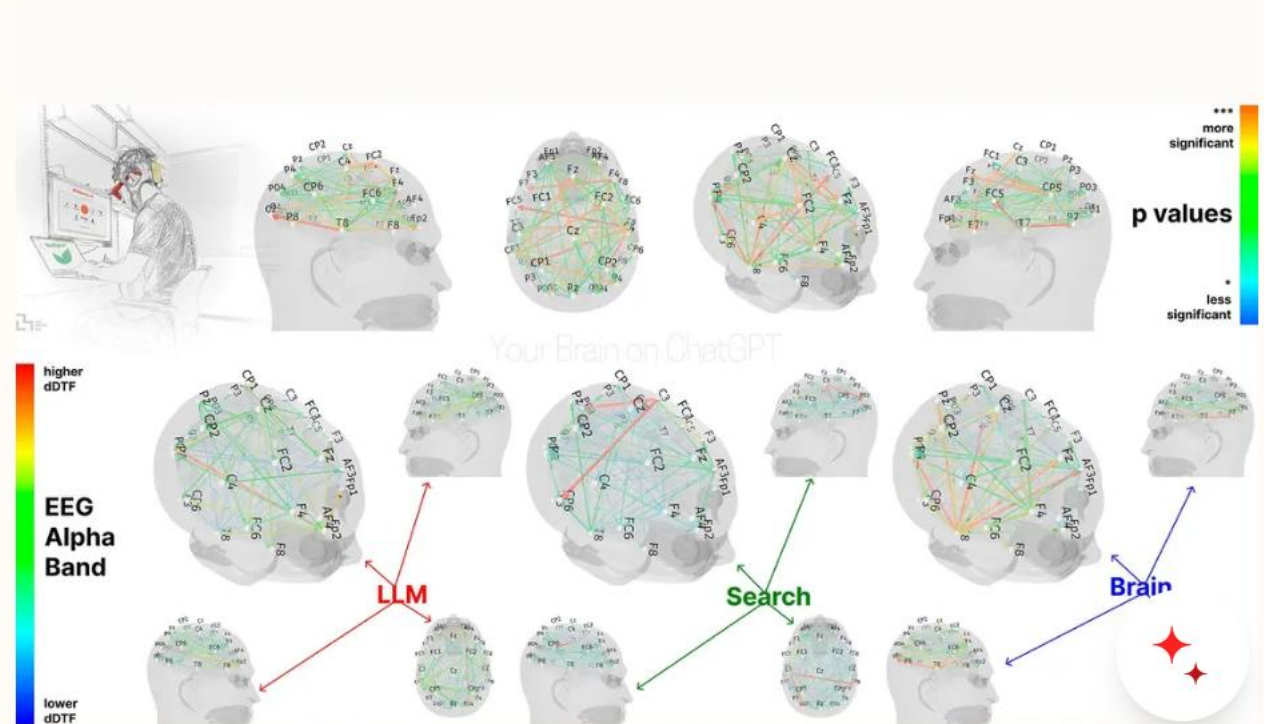
TECH +

ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study

ADD TIME ON GOOGLE



by Andrew R. Chow +
CORRESPONDENT



A visualization of a new study on AI chatbots by MIT Media Lab scholars. *Nataliya Kosmyna*

Syllabus



Policy on use of ChatGPT and other AI tools

Some assignments in this course require the use of AI tools. Any use of AI tools (such as ChatGPT, Grammarly, Quillbot) that are used in assignments must be clearly cited and acknowledged. A failure to do so will constitute plagiarism. It is noted that AI-generated and paraphrased content is not acceptable as longer essays and other longer assignments.

The following link has information on how to cite Generative AI material using APA:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Grammarly/Quillbot: Students are encouraged to use Grammarly for correcting punctuation and spelling errors ONLY.

For this course, assignments should use AI as recommended that students will use Grammarly, Quillbot, or any other AI tool to correct grammar, punctuation, and spelling errors. It is not to be used to generate content. Therefore, any Grammarly/Quillbot generated or paraphrased content will be flagged as being AI-generated. Students are encouraged to use Grammarly/Quillbot to correct grammar, punctuation, and spelling errors. Grammarly/Quillbot should be used to correct grammar, punctuation, and spelling errors. Grammarly/Quillbot should be used to correct grammar, punctuation, and spelling errors. Grammarly/Quillbot should be used to correct grammar, punctuation, and spelling errors.

This course uses specific guidelines for formatting of research discussions and projects. Details are provided in the Content area of the course in the document “APA Expectations”

To remain compliant with AI guidelines, use AI tools in this course for Ideation and Brainstorming ONLY.

* **Ideation:** AI assists in generating creative ideas for discussion and projects.

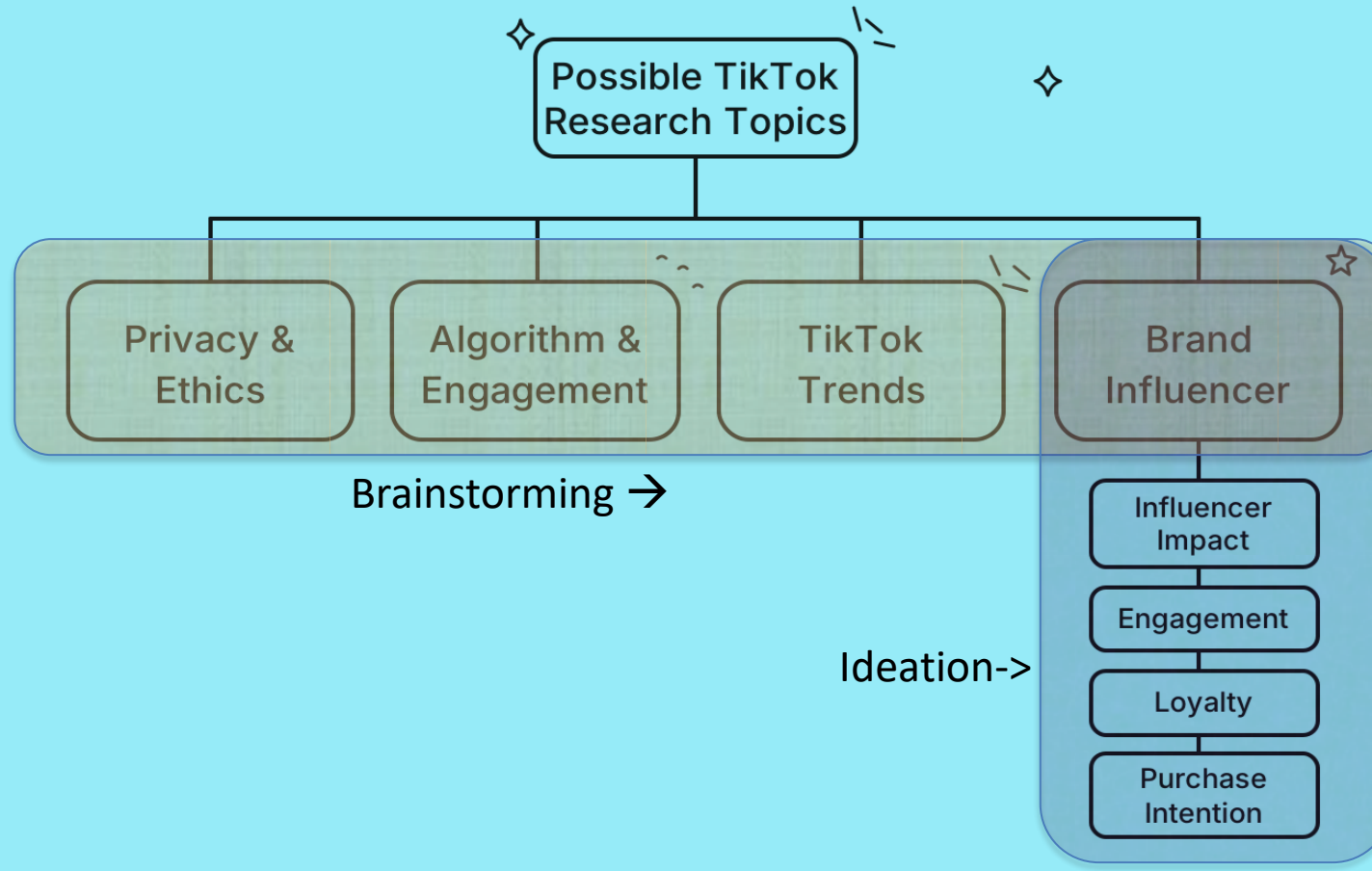
* **Brainstorming:** AI serves as a collaborative tool to further expand thinking based on YOUR ORIGINAL ideas to explore different perspectives.

Notes: Your instructor will require a citation. UWG's Academic Integrity Policy and the University's Academic Integrity Policy are available at <https://www.uwg.edu/academic-integrity-policy> and <https://www.uwg.edu/academic-integrity-policy>.

⚠️ AI content can be easily detected! Please do not put your grade at risk by copying/pasting information from Generative AI tools. Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code.



Brainstorming vs. Ideation





'TikTok Made Me Buy It': Investigating Brand Influencer Impact on TikTok Users' Purchase Intention

Sunil Hazari, Salil Talpade and Cheryl Brown

Department of Marketing, University of West Georgia, Carrollton, GA, USA

ABSTRACT

The TikTok social media platform has experienced exponential growth in the last few years and has become very popular among Gen Y and Gen Z users. Small and large businesses have started relying on the services of brand influencers for promotion and content marketing. Previous social media influencer literature has not examined whether brand influencer impact (defined as the persuasive influence exerted by influencers to impact purchase decisions) on TikTok environment can translate into purchase intention through engagement and loyalty. Using the lens of the social influence theory, the purpose of this study was to develop a model that investigates whether brand influencer impact predicts purchase intention directly, and whether engagement and loyalty explain any additional indirect effects on TikTok. Using a sample of 425 Generation Y and Generation Z TikTok users, data were collected and analyzed using partial least squares equation modeling. Results of this study showed that higher brand influencer impact on TikTok had a strong positive direct effect on purchase intention, while engagement and loyalty did not significantly mediate this relationship, and

KEYWORDS

social media marketing;
digital advertising;
customer engagement;
brand loyalty; TikTok
influencer marketing

WHAT IS ETHICAL AI USE?

Using AI thoughtfully, honestly, and responsibly.

BE HONEST



Explain when and how you used AI.

CHECK THE OUTPUT



Verify facts. Look for errors and **unfair bias**.

PROTECT PRIVACY



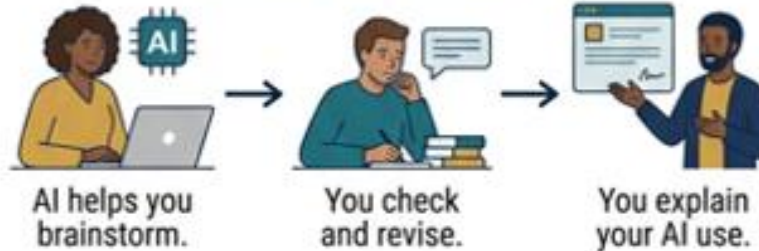
Do not share private information without permission.

TAKE RESPONSIBILITY



Follow applicable rules. **Own your final work.**

A SIMPLE EXAMPLE



AI can assist you. It does not replace your judgment.

Ask not just: Can AI do this?
Ask: Should I use AI this way?

Action Steps for Ethical AI Use



- Check Syllabus/Discuss AI expectations with Instructor
- Decide how you want to use AI (3 options)
- Brainstorm/Ideate with **Domain specific** models ->
- Ask AI models for bullet points & build YOUR story
- Use AI models as feedback tools (Critique/Analyze/Evaluate)
- Generate Quiz/Study guide/Flash Cards
- Include AI Disclosure

Frontier AI Models	Domain Specific AI Models
ChatGPT	Consensus
Claude	Elicit AI
CoPilot	JenniAI
Gemini	PaperPal
Grok	Thesify
Perplexity	Julius AI *



 Grammar Checker

 AI Paraphraser

 Plagiarism Checker

 AI Detector

 Paper Checker

 Reference Checker

 Chat with PDFs

 AI Reference Finder

 AI Writing Assistant

 AI Translator

 Citation Generator

 Journal Fit

Why is AI Disclosure important?

- Transparency in AI tool use
- Show how AI supported your work (I & B)
- What types of content was generated by AI
- How was accuracy checked for AI output
- What was your original contribution?



<https://onlinelearningconsortium.org/olc-insights/2026/08/i-used-ai-but-not-really/>

My AI Disclosure



- Materials were used from previous AI presentations
- New research done using Google Scholar
- Ideas brainstormed with Perplexity AI
- Graphics generated using Google Images & Nano banana AI
- Slides were created manually in PowerPoint
- All opinions are my own and do not reflect views of other faculty @ UWG

Questions?

- | | |
|--------------------------------------|-----------------------------------|
| ☐ Fearful | ☐ Curious |
| ☐ Thankful | ☐ Confused |
| ☐ Disgusted | ☐ Creative |
| ☐ Hopeful | ☐ Helpless |
| ☐ Overwhelmed | ☐ Excited |

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