From Quill to Quantum: A Comparative Study of AI Integration in Non-Specialist Literature Courses

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Résumé

This study investigates the integration of artificial intelligence (AI) tools in literature courses focused on fan fiction writing for non-specialists, comparing two academic years. The first year relied exclusively on traditional methods, while the second allowed students to incorporate AI tools into their creative processes. The study aims to analyse students' perceptions of AI tools in terms of creativity, critical thinking, and engagement with literary content (Casal & Kessler, 2023). In the first year, students employed conventional approaches, including brainstorming and peer feedback. In contrast, the second year introduced AI tools for brainstorming, writing assistance, and content generation (Wang et al., 2023). By comparing the originality and depth of the fan fiction projects across these two years, the research evaluates how AI affects both student creativity and engagement (Lebrun, 2023).

The analysis centres on a corpus of student-created fan fiction, evaluated under two conditions: with and without AI assistance. The findings suggest that while traditional methods fostered a strong grasp of foundational techniques, the integration of AI tools in the second year encouraged innovative approaches and experimentation with literary themes. These outcomes underscore the potential for AI to act as both a creative enabler and a challenge to traditional notions of authorship and originality (Pérez y Pérez & Sharples, 2023; Devillers, 2023). Ethical considerations remain central, addressing concerns about student autonomy and the balance between human and AI contributions (Bonnet & Pluchart, 2022). Students critically reflected on these dimensions, ensuring that AI served as a supportive, rather than dominant, presence in their creative work.

A mixed-methods approach is used to assess the data, combining qualitative analysis of students' reflections with quantitative measures such as participation rates and academic performance. This methodology revealed key insights: AI fostered creativity by enabling students to generate diverse ideas and explore narrative possibilities. However, some students expressed concerns about over-reliance on AI, highlighting its potential to constrain intellectual independence (Gefen, 2023). Reflections on the role of AI in the creative process provided nuanced perspectives on how it influenced decision-making and narrative depth.

Critical thinking was explored through students' evaluations of and interactions with AI-generated content. The data suggest that while some students developed stronger analytical skills by critically appraising AI outputs, others struggled to engage deeply with the content

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(Falgas & Robert, 2023). For engagement, metrics such as class participation, motivation, and the extent of AI tool usage revealed that students in the second year demonstrated heightened enthusiasm for exploring new technologies, which positively impacted academic outcomes.

The interdisciplinary nature of this research, at the intersection of applied linguistics, computer science, and pedagogy, contributes to broader debates on AI in education (Du Sautoy, 2022). By linking findings to ethical and pedagogical frameworks, the study highlights how AI can be used responsibly to enhance creativity, critical thinking, and engagement. Furthermore, it offers evidence-based recommendations for integrating technology in literature courses while maintaining ethical and pedagogical principles (Casal & Kessler, 2023). By examining student experiences across two academic years-one without and one with AI integration-this study provides valuable insights into the evolving role of AI in education. The findings demonstrate how AI tools, when used thoughtfully, can enhance student creativity and engagement while fostering critical awareness of their limitations. These insights contribute to a growing body of knowledge about effectively integrating AI in humanities courses.

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