

Plagiarism and the Role of Artificial Intelligence among South Asia University Students: A Scoping Review

Abstract

This scoping review aims to apply the Arksey O'Malley framework to identify the ethical challenges in self-directed learning: plagiarism and the role of Artificial Intelligence in South Asia. The self-directed learning (SDL) movement has gained increasing prominence in South Asia's higher education landscape as a result of digital transformation and the growing integration of Artificial Intelligence (AI) tools within different academic settings. In this paper, we provide a conceptual framework for ethical challenges in self-directed learning, in particular, the role of artificial intelligence in self-directed learning in South Asia, as well as plagiarism challenges. This study suggests that the Autonomy, Motivation, and the Psychological Experience of SDL affects the internal processes through which learners take ownership of their learning specially in South Asia. Traditionally, South Asian university systems emphasize teacher-led instruction, rote learning, and hierarchical relationships between teachers and students. This results in learners having fewer opportunities to practice independent decision-making. A student's perception of responsibility, control, and confidence in the learning process can be significantly shaped by the introduction of autonomy. The Rise of AI-Supported Learning and Academic Dishonesty influences how learners develop critical thinking in educational settings. A focus should be placed on Self-Regulated Learning (SRL) skills, unequal access, digital literacy, and the cultural context of South Asia, as these factors have a direct impact on how learners engage with modern, technology-supported education in that region.

Keywords: Ethical Challenges; Self-Directed Learning; Plagiarism; Artificial Intelligence; South Asia