

**VALUE CO-CREATION AND CO-DESTRUCTION IN THE
PROFESSOR-STUDENT EXPERIENCE: Ambivalences of Artificial Intelligence
in Higher Education**

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Introdução

Artificial Intelligence (AI) has emerged as a transformative technology in the education sector. In universities, its applications include personalized learning, pedagogical support, data analysis for academic management, and the development of students' digital skills. However, the widespread adoption of AI also raises ethical, social, and cognitive concerns, such as technological dependency, superficial learning, and diminished human interaction. In this context, the perspectives of value co-creation and co-destruction offer a relevant lens through which to understand this phenomenon.

Problema de Pesquisa e Objetivo

Although AI is reshaping higher education, few studies assess its impact on both professors and students from a value perspective. This study aims to understand how processes of value co-creation and co-destruction emerge from the use of AI in the classroom, based on perceived well-being dimensions among actors involved in a Brazilian university context.

Fundamentação Teórica

The study draws on the Service-Dominant Logic to define co-creation and co-destruction of value (Vargo & Lusch, 2017, Plé & Cáceres, 2010). Laud et al. (2019) propose six dimensions of well-being for understanding value de-integration: professional, emotional, social, financial, leisure, and health. We propose the model which expands on them to analyze value co-creation and co-destruction: the AI can enhance or diminish actors' well-being across one or more of these dimensions, thereby resulting in value co-creation or co-destruction, respectively.

Metodologia

This exploratory qualitative study was conducted in a higher education context. A case study was conducted at the University of Brasília with one professor who used ChatGPT in a business administration course. Thirteen semi-structured interviews were conducted, one with the professor and twelve with students. Data were analyzed using content analysis based on two main categories (value co-creation and co-destruction), each with six predefined well-being subdimensions: professional, emotional, social, financial, leisure, and health.

Análise dos Resultados

The results indicate that AI can generate both co-creation and co-destruction of value within the same well-being dimension for the same actor. Teachers mostly experienced co-creation, with institutional recognition and higher market value, but also reported screen fatigue and student overreliance on AI. Students showed ambivalent effects: benefits like personalized learning and motivation, but also anxiety, stress, and reduced interaction. These insights led to the formulation of a novel conceptual model that advances understanding of value dynamics in AI-integrated higher education.

Conclusão

The results indicate that AI can generate both co-creation and co-destruction of value within a single well-being dimension for a given actor. Teachers mostly experienced co-creation, with institutional recognition and higher market value, but also reported screen fatigue and student overreliance on AI. Students showed ambivalent effects: benefits like personalized learning and motivation, but also anxiety, stress, and reduced interaction. These insights led to the formulation of a novel conceptual model that advances understanding of value dynamics in AI-integrated higher education.

Contribuição / Impacto

This study contributes to understanding the ambivalent effects of AI on well-being in higher education by combining the perspectives of faculty and students. It provides a framework for analyzing the co-creation and co-destruction of value and informs institutional strategies for implementing AI from an ethical and human-centered perspective. A proposal based on the well-being of those involved, because it is human-centered, can lead to greater acceptance and engagement with AI.

Referências Bibliográficas

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