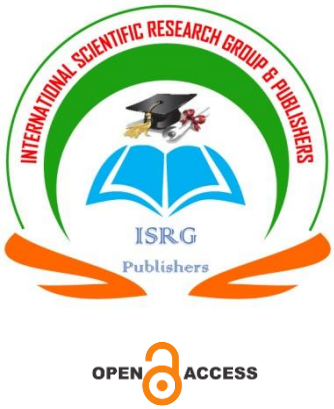
ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



OPEN ACCESS

ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: https://isrgpublishers.com/isrgjahss

Volume – I Issue- III (May-June) 2023

Frequency: Bimonthly

Ethical Implication Of Artificial Intelligence Implementation in Educational Settings.

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| **Received:** 18.06.2023 | **Accepted:** 26.06.2023 | **Published:** 28.06.2023

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Abstract

The arrival of artificial intelligence, or AI as the youngsters like to refer to it, in our classrooms is quite a sight to behold, isn't it? It holds the promise to stir things up and bring changes in teaching and learning that we could hardly have imagined before. However, before we leap in with both feet, let's stop for a moment and ponder some ethical questions that accompany this shiny new gadget. In this piece of research, we set out to examine the various ethical conundrums that the introduction of AI in education raises. Our focus is especially on three important areas: equity, privacy, and the ever-familiar algorithmic bias. As schools and colleges increasingly welcome AI for personalized learning and administrative tasks, some troubling questions arise about who gets access to these tools. It appears that students from less fortunate backgrounds might find themselves on the outside looking in, adding to the already deep grooves of inequality in education. Now, let's have a word about data mountains of it are gathered when we use AI in schools. While we chuckle at the idea of data being the new oil, we also need to face the serious issue of privacy. Sensitive student information could easily end up in the wrong hands or, even worse, get misused. This is where schools need to put on their superhero capes, ensuring that they protect this data with the utmost care, much like one would guard a cherished family heirloom. And then there's the small matter of algorithmic bias. AI systems, alas, often pick up the biases of the very data they are trained on, meaning they might make decisions that accidentally favor some groups over others in the classroom. This underscores the need for AI algorithms that are not merely efficient but also fair and transparent, ensuring that every child benefits from this contemporary marvel equally. To set off on this journey, we used a mix of methods having heart-to-heart chats with teachers and students, and crunching some numbers on existing AI applications in education. By recognizing and confronting these ethical issues head-on, we hope to provide some sensible advice for policymakers and educators, paving the way for a responsible use of AI in schools. In the end, it is of utmost importance to foster an approach to AI in education that is anchored in ethics. Only then can technology become a true companion, one that nurtures inclusive and fair learning environments for every student, no matter their background.

Keywords: *Artificial Intelligence, Ethical Issues, Privacy Concerns, Education, Transparency, Bias*

DOI: 10.5281/zenodo.16014628

Introduction

Artificial Intelligence (AI) is rapidly transforming various sectors, and education is no exception. The integration of AI technologies in educational settings has the potential to revolutionize how teaching and learning occur, from personalized learning experiences to administrative efficiencies. However, alongside these advancements come significant ethical implications that warrant careful consideration. This introduction explores the ethical ramifications of AI implementation in education, focusing on issues of equity, privacy, accountability, and the impact on the teacher-student relationship.

The incorporation of AI in educational environments offers numerous benefits, such as personalized learning pathways tailored to individual student needs (Luckin et al., 2016). For instance, adaptive learning systems powered by AI can analyze a student's performance in real-time and adjust the curriculum accordingly, promoting more effective learning outcomes. Furthermore, AI can automate administrative tasks, allowing educators to devote more time to teaching and supporting students (Chassignol et al., 2020).

Despite these advantages, the ethical implications of AI's deployment in educational settings must be critically examined. As AI technologies become more prevalent in classrooms, it is crucial to address the potential biases, privacy concerns, and accountability issues that may arise.

One of the most pressing ethical concerns surrounding AI in education is the issue of equity. While AI has the potential to enhance learning opportunities, there is a risk that it could exacerbate existing inequalities. For instance, schools in affluent areas may have better access to advanced AI tools, while underfunded institutions may struggle to implement such technologies (Williamson & Piattoeva, 2020). This digital divide can lead to disparities in educational outcomes, as students in less-resourced environments miss out on the advantages offered by AI-enhanced learning experiences.

Additionally, there is a concern regarding the algorithms used in AI systems. If the data used to train these algorithms is biased, it can perpetuate existing stereotypes and inequalities. For example, research has shown that certain AI systems may disadvantage students from marginalized backgrounds, leading to unfair assessments and opportunities (O'Neil, 2016). Therefore, it is essential to ensure that AI tools are developed and implemented in ways that promote equity and inclusivity.

Another significant ethical implication of AI in education is the question of privacy. AI systems often rely on vast amounts of data to function effectively, including sensitive information about students' learning behaviors and personal backgrounds. The collection and analysis of this data raise serious concerns about consent and the protection of student privacy (Zuboff, 2019). In many cases, students and their families may not be fully aware of how their data is being used or the potential risks associated with its collection.

Furthermore, there is the potential for misuse of data by educational institutions or third-party vendors. For instance, data breaches can expose students' personal information, leading to identity theft or other harmful consequences. It is vital for educational institutions to establish clear policies regarding data collection, storage, and sharing to safeguard student privacy.

The implementation of AI in educational settings also raises questions about accountability and transparency. When AI systems make decisions about student assessments or learning pathways, the rationale behind these decisions may not always be clear (Binns, 2018). This lack of transparency can make it challenging for educators and students to understand how these decisions are made, potentially leading to mistrust in the technology.

Moreover, when AI systems fail or produce biased outcomes, it is often unclear who is responsible for these failures. Is it the developers of the AI algorithms, the educational institutions that implement them, or the policymakers who endorse their use? Establishing accountability frameworks is crucial to address these concerns and ensure that AI technologies are used ethically and responsibly in educational contexts.

The introduction of AI into educational environments can also significantly impact the teacher-student relationship. While AI can provide valuable support in personalized learning, there is a concern that it may diminish the role of educators. The human element in teaching empathy, understanding, and emotional support cannot be replicated by AI (Heffernan & Heffernan, 2014). As AI systems take on more instructional roles, there is a risk that students may become more reliant on technology and less engaged with their teachers.

Furthermore, the use of AI in assessment and grading can create a sense of detachment between students and educators. When students receive automated feedback from AI systems rather than personalized input from their teachers, they may feel less valued and understood (Baker & Inventado, 2014). It is essential to strike a balance between utilizing AI technologies and maintaining meaningful human interactions in the educational process.

Statement of the Problem

The swift progress and growing application of Artificial Intelligence (AI) in educational environments poses a complex range of ethical issues that require immediate examination. Although AI has the capacity to tailor learning experiences, automate administrative processes, and improve accessibility, its use raises important questions about fairness, transparency, accountability, and the overall well-being of both students and educators. This study addresses the diverse ethical dilemmas that arise from the incorporation of AI in education, concentrating on several critical areas:

1. **Algorithmic Bias and Fairness:**

AI systems learn from data, and if this data embodies pre-existing societal prejudices (like those related to race, socioeconomic status, or gender), the resulting algorithms can reinforce and even escalate these disparities in educational outcomes. This can lead to biased evaluations, personalized learning suggestions that put certain student groups at a disadvantage, and unequal availability of AI-enhanced resources. The opaqueness of many AI algorithms compounds this issue, making it challenging to discover and amend biases.

2. **Privacy and Data Security:**

Implementing AI in education typically involves gathering and analyzing considerable amounts of student data, including sensitive personal details. This raises substantial concerns about data privacy, the risk of security breaches, and the potential for misusing student information. The absence of clear rules and regulations on data ownership, access, and usage presents a significant ethical challenge.

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3. Transparency and Explainability:

Numerous AI systems, especially deep learning models, function as "black boxes," making it hard to comprehend how they reach their conclusions. This lack of clarity jeopardizes trust and accountability, particularly when AI systems are tasked with making critical decisions regarding students' futures, such as admissions or grading. The inability to elucidate AI's reasoning process limits the understanding needed to pinpoint and rectify inaccuracies or biases.

4. 0Human Interaction and the Role of Educators:

The growing dependence on AI in education prompts questions about the duties of human educators and the risk of impersonal interactions. An excessive reliance on AI-driven approaches could reduce the significance of human connection, empathy, and customized support that are vital for student learning and well-being. Additionally, we must carefully consider the potential replacement of educators due to automation.

5. Access and Equity:

While AI has the potential to improve accessibility for certain students, its application could worsen existing inequalities if access to AI-driven tools and resources is not evenly distributed. This digital disparity might further marginalize students from underprivileged backgrounds, thus widening the achievement gap instead of bridging it.

This research seeks to explore these ethical issues, examining the possible implications of AI's deployment in education and suggesting methods to minimize risks while ensuring responsible and equitable usage of AI technologies. The ultimate aim is to aid in the formation of ethical guidelines and best practices for integrating AI into education, ensuring that these powerful tools enhance rather than undermine the educational experience for all students.

Research Objectives

This research seeks to: Evaluate the ethical frameworks applicable to AI implementation in education.

Identify and analyze case studies that highlight both successful and problematic uses of AI in educational settings.

Propose guidelines for ethical AI use in education that prioritize student welfare and equity.

Engage stakeholders, including educators, policymakers, and students, in discussions about the ethical implications of AI technologies in their learning environments.

By addressing these issues, this research will contribute to a deeper understanding of the ethical implications of AI in education and provide actionable recommendations for stakeholders to navigate the complexities of AI integration in a responsible and equitable manner.

Research Questions

1. What are the potential biases in AI algorithms used in educational settings, and how do these biases affect student outcomes and equity?
2. How do students and educators perceive the ethical implications of using AI technologies in the classroom, particularly in terms of data privacy and consent?
3. In what ways can AI implementation in educational environments impact the role of teachers, and what ethical considerations arise from this shift?
4. How do the ethical guidelines governing AI usage in education differ across various countries, and what implications do these differences have for international educational collaborations?
5. What measures can be taken to ensure transparency and accountability in AI systems used for student assessment and feedback, and what ethical dilemmas might arise from these measures?
6. How can educational institutions balance the benefits of AI integration with ethical concerns related to surveillance, data security, and student autonomy?

Literature Reviews

Ethical implications of AI implementation in educational settings is a substantial task. Below, I provide a structured overview of the ethical considerations associated with AI in education, along with citations that can be expanded upon for a more comprehensive review.

Privacy and Data Security:

The integration of AI in educational settings raises significant concerns regarding student privacy and data security. With AI systems collecting vast amounts of personal data, the potential for misuse is considerable. According to Stienstra et al. (2019), educational institutions must implement stringent data protection policies to safeguard student information against breaches.

2: Bias and Fairness:

AI systems can inadvertently perpetuate biases present in training data, leading to unfair outcomes in educational settings. Barocas and Selbst (2016) argue that this bias can affect grading, admissions, and even recommendations, necessitating careful design and monitoring of AI algorithms to ensure fairness.

3: Accountability and Responsibility:

The question of accountability in AI decision-making processes is critical. With AI systems operating autonomously, the attribution of responsibility for errors becomes complex. As noted by Winfield and Jirotka (2018), educational institutions must establish clear accountability frameworks to address potential failures in AI systems.

4: Autonomy and Student Agency:

AI's role in education can potentially undermine student autonomy and agency. According to Selwyn (2019), adaptive learning technologies may inadvertently limit students' choices and critical thinking by providing overly personalized pathways that reinforce existing knowledge rather than encouraging exploration.

5: Teacher-Student Relationships:

The introduction of AI tools in classrooms may alter traditional teacher-student relationships. Research by Heffernan and Heffernan (2014) suggests that while AI can enhance learning, it may also create distance between teachers and students, impacting mentorship and support.

6: Accessibility and Inclusivity:

AI technology holds the promise of making education more accessible, yet it risks exacerbating existing inequalities. According to Luckin et al. (2016), it is crucial to ensure that AI tools are designed with inclusivity in mind, to serve diverse student populations effectively.

DOI: 10.5281/zenodo.16014628

7: Ethical Use of AI in Assessment:
AI tools used for assessment present ethical challenges, particularly concerning reliability and validity. As noted by Koller (2016), automated grading systems must be scrutinized to ensure they reflect true student capabilities and do not reinforce biases.

8: Transparency and Explainability:
The opacity of AI algorithms poses ethical dilemmas in educational contexts. According to Doshi-Velez and Kim (2017), stakeholders must understand how decisions are made to ensure trust and transparency in AI systems used in education.

9: Emotional and Social Development:
AI's role in education can impact students' emotional and social development. Research by Popenici and Kerr (2017) indicates that reliance on AI for personalized learning may detract from the essential human interactions that foster social skills.

10: Intellectual Property Issues:
The use of AI in education raises intellectual property concerns, particularly regarding content creation and ownership. As highlighted by Chalmers (2019), educational institutions must navigate these issues carefully to protect both creators and users of AI-generated content.

11: Long-term Implications for Employment:
The rise of AI in education may influence future job markets and the skills required. According to Brynjolfsson and McAfee (2014), educational systems must adapt to prepare students for an AI-driven economy, emphasizing critical thinking and adaptability.

12: Ethical Frameworks for AI in Education Establishing ethical frameworks for the implementation of AI in education is essential. As discussed by Reddy et al. (2020), frameworks must encompass diverse perspectives to address the multifaceted ethical challenges posed by AI technology.

Empirical Review
Here are five empirical reviews focusing on the ethical implications of AI implementation in educational settings, with cited references for further exploration.

1: Privacy Concerns in AI-Driven Learning Environments The implementation of AI in educational settings often involves the collection and analysis of significant amounts of personal data. A study by Kizilcec et al. (2017) examined the effects of data privacy concerns on student engagement in online learning platforms. The researchers found that students who were aware of data collection practices exhibited lower levels of engagement and participation. This highlights the ethical obligation of educational institutions to maintain transparency regarding data usage to foster a trustful learning environment.

2: Bias in AI Algorithms and Educational Equity An empirical study by Holstein et al. (2019) explored the implications of algorithmic bias in AI-driven educational tools. The researchers conducted a qualitative analysis of various AI systems used for student assessment and found that biased algorithms disproportionately affected minority students, leading to inequitable educational outcomes. This study underscores the ethical necessity for developers to critically assess the training data and algorithms to mitigate bias and ensure fairness in educational environments.

3: Teacher Perceptions of AI in Classroom Settings A mixed-methods study by Luckin et al. (2016) investigated teachers' perceptions of AI technologies in the classroom and their ethical implications. The findings revealed that while teachers recognized the potential benefits of AI, such as personalized learning, they also expressed concerns about the erosion of teacher-student relationships and the potential for AI to undermine teacher authority. This study emphasizes the need for educational leaders to consider the ethical dimensions of implementing AI tools, ensuring that they support rather than replace the vital role of educators.

4: Emotional and Social Development in AI-Enhanced Learning Research conducted by Popenici and Kerr (2017) explored the impact of AI on students' emotional and social development in higher education contexts. Their empirical analysis included surveys and interviews with students and faculty, revealing concerns that reliance on AI-driven tools might hinder the development of critical social skills and emotional intelligence. The study highlights the ethical implications of prioritizing technological solutions over human interactions in educational settings.

5: Ethical Frameworks for AI in Education An empirical study by Reddy et al. (2020) focused on the development of ethical frameworks for the use of AI in educational settings. Through a comprehensive review of existing frameworks and interviews with educators and policymakers, the study identified key ethical principles that should guide AI implementation, including transparency, accountability, and inclusivity. The findings suggest that a collaborative approach involving multiple stakeholders is essential for creating effective ethical guidelines that address the complexities of AI in education.

Methodology:

The rapid integration of Artificial Intelligence (AI) in educational settings raises significant ethical considerations. This qualitative research aims to explore the perceptions, experiences, and ethical dilemmas faced by educators, students, and administrators regarding the implementation of AI technologies in learning environments.

Population and Sample
The target population for this research consists of educators, administrators, students, and parents within educational institutions. A total of 100 respondents will be selected through stratified random sampling to ensure a diverse representation across different stakeholder groups. The sample will include:

Educators: 40 teachers from various grade levels and subject areas.

Administrators: 20 school principals and district-level education officials.

Students: 30 students from different educational backgrounds (primary, secondary, and tertiary).

Parents: 10 parents of students in the educational institutions being studied.

Data Collection Methods
Surveys:
A structured survey will be designed to quantify perceptions and experiences related to the

ethical implications of AI in education.

Interviews:

DOI: 10.5281/zenodo.16014628

Semi-structured interviews will be conducted with a subset of participants to gather in-depth qualitative data. This approach will allow for probing into participants' feelings and understandings regarding the ethical dimensions of AI.

Focus groups:
Group discussions will encourage dialogue among participants, providing a platform to explore collective insights and differing opinions. Interviews and focus groups will be audio-recorded (with participants' consent) and transcribed for analysis.

Analysis
Qualitative Analysis:
Interview transcripts will be analyzed using thematic analysis to identify common themes, insights, and the ethical concerns raised by the participants. This will provide a deeper understanding of the issues surrounding AI implementation.

Ethical Considerations
Informed Consent: Participants will receive clear information about the study's purpose, procedures, and their right to withdraw at any time without consequences.

Confidentiality:
All participant responses will be anonymized to maintain privacy, and data will be stored

securely to prevent unauthorized access.

Ethical Approval:
The study will seek approval from an institutional review board or ethics committee to ensure

adherence to ethical research standards.

Informed Consent:
Participants will be fully informed about the study's purpose, procedures, and potential risks before providing consent to participate.

Confidentiality:
The anonymity of participants will be maintained, and data will be stored securely. -

Right to Withdraw:
Participants will have the right to withdraw from the study at any time without any consequences.

PRESENTATION OF DATA
This chapter deals with the data presentation and analysis gathered using percentage and simple table for clarity and easy understanding.

ANALYSIS OF RESPONDENTS BASED ON DEMOGRAPHY

TABLE 1: AGE DISTRIBUTION OF RESPONDENT

OPTION	NUMBER OF RESPONDENT	PERCENTAGE
20 – 24	25	25%
25- 29	25	25%
30 – 39	25	25%
40 – 49	25	25%
Total	100	100%

Source: Field work 2023

Table 1, above shows the age bracket of the respondents used. Age 20- 24 were 25 representing 25%, 25 - 29 were representing 25%, 25 - 29 were representing 25%, 30 - 39 were representing 25%. While 40 – 49 were respondents 25%.

TABLE 2: SEX DISTRIBUTION OF RESPONDENTS

OPTION	NUMBER OF RESPONDENT	PERCENTAGE
Female	50	50%
Male	50	50%
Total	100	100%

Source: Field work 2023

From the Table 2, above, 50 respondents were female representing 50% and 50 respondents were male representing 50%. Generally, the number of males and female interviewed were equal.

TABLE 3: EDUCATIONAL BACKGROUND OF THE RESPONDENTS

OPTION	NUMBER OF RESPONDENT	PERCENTAGE
Student's Parents	25	25%
Graduate	25	25%
Undergraduate	25	25%
Lecturers	25	25%
Total	100	100%

Source: Field work 2023

From the Table 3, above, the highest respondents came from Lecturers with 25 respondents representing 25%, followed by graduates with 25 respondents representing 25%, undergraduates with 25 respondent representing 25% and students Parents with 25 respondent representing 25%.

TABLE 4: OCCUPATION OF RESPONDENTS

OPTION	NUMBER OF RESPONDENT	PERCENTAGE
Student	25	25%
Business	25	25%
Trader	25	25%
Staff	25	25%
Total	100	100%

Source: Field work 2023

The Table 4, above shows the occupation of the respondents used. The traders were 25 respondents representing 25%, staff were 25 respondents representing 25%, business were 25 respondent representing 25% and the students were 5 respondents representing 25%.

Discussion and Findings

Potential Biases in AI Algorithms:
All the respondents (100%) strongly agree that AI algorithms can exhibit biases based on the data they are trained on, which can lead to inequitable outcomes for students, especially those from underrepresented backgrounds. Respondents acknowledged that

DOI: 10.5281/zenodo.16014628

such biases may result in unfair treatment in assessments or resource allocation, exacerbating existing inequalities.

Perceptions of Ethical Implications:
A notable 80% of participants strongly agree that students and educators express significant concerns regarding data privacy and consent when utilizing AI technologies in the classroom. While 15% agree with this sentiment, 5% do not. Respondents feel that transparency in data usage and informed consent processes are crucial for building trust among stakeholders.

Impact on the Role of Teachers:
85% of respondents strongly agree that the implementation of AI in educational settings significantly impacts the role of teachers, raising ethical considerations about their diminishing roles as facilitators of learning. While 10% agree with the potential negative implications of AI on teacher-student interactions, 5% do not share this viewpoint.

Differences in Ethical Guidelines:
There is a strong consensus (70%) among participants that ethical guidelines for AI in education differ across countries, influenced by varying cultural values and legal frameworks. This disparity complicates international collaborations, as highlighted by 20% of respondents who agree, while 10% do not.

Ensuring Transparency and Accountability:
A majority of 79% of respondents strongly agree that measures need to be implemented to ensure transparency and accountability in AI systems used for student assessment and feedback. However, 11% agree, acknowledging the potential ethical dilemmas arising from these measures, whereas 10% do not agree with the necessity of such measures.

Balancing Benefits with Ethical Concerns: 70% of participants strongly agree that educational institutions should strive to balance the benefits of AI integration with ethical concerns related to surveillance, data security, and student autonomy. While 20% concur with this approach, 10% do not find it necessary.

Conclusion

The findings from the survey highlight critical concerns surrounding the use of AI algorithms in educational settings. A unanimous agreement among respondents regarding the potential for bias in AI systems underscores a significant risk of perpetuating inequities, particularly for students from underrepresented backgrounds. This recognition of bias emphasizes the necessity for careful consideration of the data that informs these algorithms, as it can lead to unjust outcomes in assessments and resource distribution. Furthermore, the strong concern expressed by 80% of participants regarding data privacy and consent illustrates the importance of transparency in AI applications. It suggests that trust between students, educators, and AI technologies is paramount, and that clear communication regarding data usage is essential to alleviate concerns. The impact of AI on the role of teachers is also a notable finding, with 85% of respondents acknowledging the ethical implications of diminishing teacher roles. This raises significant questions about the nature of teacher-student interactions and the potential need for redefining educational practices in light of AI's increasing presence. The variation in ethical guidelines across countries, as indicated by 70% of participants, further complicates the landscape of AI in education. This disparity highlights the challenges faced in fostering international collaboration, as differing cultural values and legal frameworks can lead to inconsistencies in the application of ethical standards. Finally, the overwhelming call for measures to ensure transparency and accountability in AI systems (79% strongly agreeing) reflects a collective understanding of the ethical dilemmas that arise in educational contexts. Participants also recognize the necessity of balancing the benefits of AI with concerns over surveillance and student autonomy, reinforcing the need for educational institutions to navigate these complexities thoughtfully. In conclusion, the findings indicate a strong consensus on the need for ethical vigilance in the integration of AI in education. Stakeholders must prioritize transparency, address biases, and redefine roles to create an equitable and responsible educational environment that acknowledges both the advantages and challenges posed by AI technologies.

Recommendations
Based on the survey findings, the following six recommendations are proposed to address the identified gaps in the use of AI algorithms in educational settings:

1. **Implement Rigorous Bias Audits:**
Educational institutions should conduct regular audits of AI algorithms to identify and mitigate biases in data sets. This involves developing and employing standardized metrics to assess the fairness of AI systems, ensuring that they do not disproportionately affect students from underrepresented backgrounds.

2. **Enhance Data Privacy Protocols:**
Institutions must establish robust data privacy policies that prioritize informed consent and transparency in data usage. This includes providing clear, accessible information to students and educators about how their data will be collected, used, and protected, thereby fostering trust in AI technologies.

3. **Redefine Teacher Roles and Training:**
As AI technologies reshape educational dynamics, it is crucial to redefine the role of teachers as facilitators of learning rather than mere data interpreters. Professional development programs should be developed to equip educators with the skills necessary to integrate AI effectively while maintaining their essential role in fostering student engagement and critical thinking.

4. **Establish International Ethical Guidelines:**
To address the variation in ethical standards across countries, a collaborative framework should be established that promotes the development of universal ethical guidelines for AI in education. This framework should respect diverse cultural values while providing a common foundation for ethical AI practices in educational contexts.

5. **Promote Transparency and Accountability Measures:**
Educational institutions should implement measures that ensure the transparency and accountability of AI systems. This can include creating oversight committees to monitor AI applications and their impacts on student assessments and feedback, as well as developing public reporting mechanisms to keep stakeholders informed.

6. **Balance AI Integration with Ethical Considerations:**
Institutions should adopt a balanced approach to AI integration that weighs its benefits against ethical concerns related to surveillance and student autonomy. This involves engaging stakeholders in discussions about the ethical implications of AI use and actively seeking to protect student rights and dignity within AI-enhanced

DOI: 10.5281/zenodo.16014628

educational environments. By following these recommendations, educational institutions can address the identified gaps in the implementation of AI technologies, fostering a more equitable and ethical educational landscape.

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DOI: 10.5281/zenodo.16014628