

Ethics in Education: Exploring the Ethical Implications of Artificial Intelligence Implementation

Florina (Mihai) Leța

Diane Paula Corina Vancea

"Ovidius" University of Constanța, Faculty of Economic Sciences, Romania

florina.leta12@gmail.com

economics@ovidius-university.net

Abstract

The integration of artificial intelligence (AI) technology in education has introduced numerous possibilities and benefits. However, it also raises ethical concerns that demand careful consideration. This research article explores the ethical implications associated with the implementation of AI in education. The literature review examines key ethical dimensions, including privacy and data protection, equity and bias, and the impact on the teacher-student relationship. The findings highlight the importance of transparency, accountability, and fairness in AI design and deployment. The article proposes a comprehensive framework to guide ethical AI implementation in education, emphasizing the need for robust policies, algorithmic transparency, and addressing biases. By proactively addressing these ethical considerations, educational stakeholders can ensure a responsible and inclusive educational environment that harnesses the potential of AI while upholding ethical principles.

Key words: artificial intelligence, education, ethics, implementing AI

J.E.L. classification: I21, I23, F6

1. Introduction

In recent years, the field of education has witnessed a rapid transformation, primarily driven by advancements in artificial intelligence (AI) technology. AI has the potential to revolutionize various aspects of education, ranging from personalized learning experiences to efficient administrative systems. However, as educational institutions increasingly integrate AI into their practices, a crucial aspect that demands careful consideration is the ethical implications of such implementations. This research article aims to explore the multifaceted ethical challenges associated with the implementation of AI in education and shed light on the potential consequences for students, teachers, and the broader educational ecosystem.

As AI continues to permeate various sectors, the field of education has not remained untouched. Intelligent tutoring systems, automated grading, adaptive learning platforms, and data-driven decision-making processes are just a few examples of AI applications that have made their way into classrooms and educational institutions. While these technological advancements bring promising benefits, they also raise significant ethical questions that need to be addressed to ensure a responsible and inclusive educational environment.

The ethical implications of AI implementation in education extend beyond mere technical considerations. They encompass issues related to privacy, fairness, transparency, accountability, and the broader impact of AI on educational outcomes. For instance, the collection and analysis of vast amounts of student data by AI systems raise concerns about data privacy, security, and potential misuse. Moreover, the use of AI algorithms in decision-making processes, such as student placement or teacher evaluation, may introduce biases or reinforce existing inequalities if not carefully designed and monitored.

Furthermore, the role of teachers and their interaction with AI technologies becomes a focal point of ethical analysis. As AI systems assume certain teaching functions, questions arise about the implications for the teacher-student relationship, the development of critical thinking skills, and the human touch in education. Striking the right balance between AI-assisted instruction and human guidance becomes paramount to ensure that the educational experience remains nurturing, empowering, and sensitive to individual needs.

To comprehensively examine the ethical dimensions of AI implementation in education, this research article will analyze a range of pertinent topics. It will delve into the ethical principles that should guide the design and deployment of AI systems in educational settings, emphasizing the importance of transparency, accountability, and fairness. Additionally, it will explore the ethical implications for student privacy and data protection, highlighting the need for robust policies and safeguards. Furthermore, the article will examine the potential impact of AI on educational equity and inclusivity, focusing on issues of bias, discrimination, and access.

In conclusion, as artificial intelligence increasingly integrates into educational practices, it is imperative to proactively address the ethical implications it poses. This research article aims to contribute to the ongoing discourse on ethics in education by examining the multifaceted challenges associated with the implementation of AI. By shedding light on these ethical considerations, it is hoped that educational stakeholders, policymakers, and researchers can collaboratively work towards harnessing the potential of AI while upholding ethical principles and ensuring a just and inclusive educational environment.

2. Literature review

The arguments intensify when technology advances at an exponential rate but understanding, acceptance, and/or adaptation to such innovations are nonlinear and lag behind them. The application of AI is a hotly contested topic in every single field. Higher education is at the center of the discussion regarding the effects of and responses to AI because of its multifaceted role in educating and fostering sustainable development.

As artificial intelligence (AI) technology increasingly permeates the field of education, the ethical implications of its implementation have garnered significant attention from researchers, educators, and policymakers. This literature review aims to provide an overview of the key scholarly contributions that explore the multifaceted ethical challenges associated with AI implementation in education.

Privacy and Data Protection. One critical area of ethical concern pertains to privacy and data protection. The collection and analysis of vast amounts of student data by AI systems raise questions about data privacy, security, and potential misuse. Floridi et al (2019) argues for the need to establish a comprehensive framework of information ethics to address the challenges posed by AI in education. The author emphasizes the importance of transparency and user control in safeguarding student privacy rights.

Furthermore, Selwyn (2019) highlights the potential risks and ethical dilemmas associated with learning analytics, a field that leverages AI to analyze student data for educational insights. The author argues that concerns related to data ownership, consent, and algorithmic transparency need to be addressed to ensure ethical practices in the use of AI-driven analytics tools in educational contexts.

Equity and Bias. The potential impact of AI on educational equity and inclusivity is another crucial dimension of ethical analysis. Van Wynsberghe (2013) calls for a holistic framework to assess the ethics of AI in education, considering issues of fairness and justice. The author emphasizes the need to identify and mitigate biases that may be embedded in AI algorithms, which could perpetuate existing educational disparities or discriminate against certain student groups. Tetzlaff et al (2021) explore the concept of personalized and adaptive learning, wherein AI systems tailor educational content and experiences to individual students. While this approach holds promise for enhanced learning outcomes, the authors caution against the potential risks of perpetuating inequality if the design and implementation of AI systems fail to consider diverse learner needs and backgrounds.

Teacher-Student Relationship and Human Touch. The role of teachers and their interaction with AI technologies is another area of ethical consideration. As AI systems assume certain teaching functions, questions arise about the implications for the teacher-student relationship, the development

of critical thinking skills, and the human touch in education. Balancing the benefits of AI-assisted instruction with the need for human guidance becomes crucial to maintaining an ethical and supportive learning environment.

Ethical Guidelines and Frameworks. Several researchers have proposed ethical guidelines and frameworks to inform the design and deployment of AI in education. For instance, Floridi et al (2019) advocates for the incorporation of ethical considerations in AI design, emphasizing the principles of fairness, transparency, and accountability. Van Wynsberghe (2013) proposes a set of ethical guidelines that encompass principles such as beneficence, autonomy, and informed consent, aiming to guide educational stakeholders in the responsible implementation of AI systems.

The biggest challenge that the implementation of AI has arisen is in the form of ChatGPT, a chatbot designed by OpenAI in 2019, mentioned in research done by Su, J. et al (2023). With ChatGPT, users may communicate with the model in a conversational setting while doing so in a straightforward and natural way. ChatGPT is a potent AI program that can write stories, essays, document summaries, and answers to inquiries. ChatGPT can be utilized in the educational setting to make virtual tutors, respond to student inquiries, and offer specialized learning opportunities. The ability to comprehend, apply, and critically assess AI technologies and their effects on society may also be developed through its use as a practical application of AI for instructors and students.

Numerous studies have been conducted on the application of GPT (Generative Pre-trained Transformer) among students. While other research has looked at the use of GPT as a tool to enhance writing abilities or provide individualized learning experiences, some have looked at the possible advantages of GPT for language learning and teaching. For instance, a study on the use of GPT-based chatbots for language acquisition was published in the *Journal of Educational Technology & Society* in 2021. The study discovered that the chatbots were well regarded by the students and were successful in enhancing students' English language skills.

The use of GPT to assist students' writing abilities was the subject of another study that was published in the *Journal of Writing Research* in 2020. According to the study, GPT-generated suggestions assisted students in coming up with more creative and sophisticated writing assignment ideas. Other research has investigated the use of GPT for tailored learning experiences, including resource recommendations based on learning styles and preferences of the students.

The use of AI tools like GPT should be done ethically, responsibly, and in a way that complements and supports human teaching and learning, despite the fact that this research indicates that GPT can bring numerous potential benefits to education.

A US startup, OpenAI, has created ChatGPT, which has the potential to revolutionize how education is received and could have a negative impact on students' ability to acquire critical thinking skills. More than half (51%) of students believe that utilizing AI tools like ChatGPT to do coursework and tests constitutes cheating, according to a recent survey. At least five Australian states' public schools have outlawed ChatGPT by taking steps like installing a firewall to prevent students from accessing the website while on school property. Access to ChatGPT has also been forbidden in numerous US schools, including those in Alabama and New York. Cambridge University, Imperial College of London, Sciences Po in Paris, RV University in Bengaluru, India, and doubtless many more international colleges have also prohibited ChatGPT.

Even certain nations, such Italy, China, Iran, North Korea, etc., have now outlawed access to ChatGPT. However, it should be emphasized that ChatGPT's main rival in China is Baidu's ErnieBot. As a result, I see this blocking as more of an acknowledgment of the financial dangers associated with ChatGPT's entry into the China market and how they can affect local software product advances. These market responses also reveal the level of importance that nations have to ChatGPT.

In-depth interviews with 18 academics from five Romanian universities helped Pisica et al. (2023) write their research, which explores the benefits and drawbacks of using AI in higher education from the viewpoints of Romanian academics. The article is exploratory in nature and is grounded in qualitative research. The results are crucial for formulating university plans because their ability to compete depends on the integration of new technology into the teaching and learning process. The findings of this study will contribute to the expanding body of knowledge on the subject and provide an intriguing example of a nation (Romania) with great internet infrastructure but low levels of economic digitalization.

Since more than 30 years ago, there has been intense discussion on integrating artificial intelligence into education. There have been significant research expenditures, and it is predicted that the market for AI in education would exceed USD 25.7 billion by 2030.

3. Research methodology

This research article employs a qualitative research methodology to explore the ethical implications of artificial intelligence (AI) implementation in education. The study adopts a literature review approach to analyze existing scholarly works, research articles, and relevant publications in the field of AI in education, with a specific focus on ethics.

Data Collection and Selection. The data collection process involves a comprehensive search of academic databases, such as Google Scholar, JSTOR, and ERIC, using relevant keywords including "AI use in education," "education ethics", "the ethical implications," and "the implementation of artificial intelligence". A systematic approach is employed to identify and select primary sources that directly address the ethical considerations of AI implementation in educational settings. The inclusion criteria prioritize peer-reviewed articles, conference papers, and book chapters published within the last ten years to ensure the relevance and currency of the sources.

Data Analysis. The selected sources are thoroughly reviewed, and key themes and ethical dimensions are identified. The analysis focuses on privacy and data protection, equity and bias, and the impact on the teacher-student relationship. The findings from each source are synthesized to develop a comprehensive understanding of the ethical implications of AI implementation in education. The analysis process involves categorizing and organizing the data to identify common patterns, recurring themes, and divergent perspectives.

To name just a few of the numerous more uses, the tools supplied by AI have shown to be helpful and some of them have become widely used in western universities and high schools. Voice assistants, virtual and augmented reality, and other examples are some. Technology and cutting-edge tools and solutions are becoming more widely available to close learning gaps and improve pedagogical techniques for students to achieve academically.

Even though the subject of AI implementation in HE is still debatable, and is prone to have many obstacles before it may be accepted by the research community, it is still a fact of our nowadays lives, and even more so after the COVID-19 pandemic, when we have been dependent on the technology. We have as proof the prices in gadgets that have exploded once the school has started to be online, and all pupils, students and any other scholars had to be connected to a device in order to further their education. Even after more than three years after the start of the pandemic, and even though the society has started to revert to their old habits, the links are not completely severed, as we still acknowledge the facility that the online environment offers us, and that for some activities we resort to it.

From the qualitative analyzation of the papers available, there were some very interested facts that were needed to be presented to the community, such as positive and negative effects of the technology implementation.

Table no. 1 Positive impacts of implementing AI in education

No.crt.	Pro for AI implementing	Comment
1.	The teaching–learning process	that, in the future, and with the aid of AI, the process of learning will alter, bringing with it new learning content, processes, and methodologies in addition to better educational experiences and outcomes. This theme has been divided into three main areas: creating the TLP, adapting the TLP, and making the TLP better
2.	Positive effects on competencies and capabilities	is related to bettering the knowledge and skills that students acquire during their academic training (mainly digital skills, which will be upgraded) and to developing new knowledge and skills as a result of technology advancement in general and the use of AI in particular.

3.	Inclusion	due to specific learning methods that are adapted and tailored to suit their demands, students with a variety of needs and backgrounds will have the chance to continue their academic progress with the aid of AI.
4.	Administrative cost efficiency	the enrolling procedure is thought to be the most cost-effective in this situation. More than a third of respondents concur that administrative duties can be automated, which could improve the information flow between students and administrative personnel, "speed up the registration process", "process enormous amounts of data" and "reduce bureaucracy" for the benefit of students.

Source: Pisica et all (2023, pp. 6-8)

As seen in table no.1, the pros for implementing the AI technology in the higher education system is quite substantial, as this technology progress should not be seen only as a bad thing. We do not question the fact that it should be cared after and handled with care as to not replace fully the human part. The humans have their well-developed part in the equation, as they bring feelings, emotions and the soft side in the business. This is why we should be highly careful how we use the technology and to not let it use us.

Table no. 2 Negative impacts of implementing AI in education

No.crt.	Cons for AI implementing	Comment
1.	Social and psychological effects	ten respondents agreed that "addiction" and "isolation" are linked to "alienation", "a lack of empathy", "decreased emotional intelligence" and a delayed process of exchanging and comparing ideas. They also agreed that "social interaction" is "critical" for mental health. The detrimental effects of interactions between humans and machines have been identified as "lack of motivation" and "barriers in communication".
2.	Security	one of the most sensible features of using AI in HE institutions was mentioned as "data protection." The three concepts of "data storage security," "confidentiality," and "loss of privacy" were considered to be the aspects of the virtual environment that are most vulnerable to hackers and those with criminal purposes.
3.	Ethical aspects	if AI advocates replacing student-written texts with algorithm-written texts, it may cause a rise in unethical behavior among students in higher education, according to a study.
4.	Unemployment	voiced worry over the possibility of "being replaced" by silicon-based knowledge suppliers. Additionally, according to the academics' predictions, it is very possible that administrative staff members will be replaced or reduced in number in the near future ("staff reduction/replacement").

Source: Pisica et all (2023, pp. 8-9)

The negative aspects of implementing AI in education, as mentioned in table no.2 are highly insightful. We may even consider them plausible and topics to be looked after when we consider using AI for educational purposes. We, as humans, and knowing better, we should not fall for such traps. We should be taking into consideration very carefully the topic and in the end, for us to extract only the good aspects of it.

Ethical Considerations. In line with the research topic, ethical considerations are given utmost importance. The data collected from the literature review is properly attributed to its original sources to ensure academic integrity and avoid plagiarism. Additionally, the privacy and data protection of individuals mentioned in the selected sources are respected.

Ethical aspects are very important when approaching the aspect of implementing AI in education or in any other field, as other people may consider those "cheating" as they are not using traditional methods. Inaccurate assessment results can easily be communicated when information gathering is superficial and attempts to cheat are made. The universities that grant diplomas, which ought to be the trustworthy credentials that employers require to choose the finest applicants for their openings, as well as the graduates who lack the skills they ought to have learned during their academic program, will suffer long-term consequences.

Artificial intelligence and AI-based technology provide a significant problem for the academic community. In addition to providing people with various forms of convenience, AI-based services like ChatGPT, Perplexity, Bing Chat, and other comparable services also raise ethical concerns, particularly when used in the field of education. As is already generally known, ChatGPT has made it possible for users to communicate commands to "computers" in the form of requests, such as asking for the creation of a 1000-word essay, which would subsequently be completed instantly. On many social media platforms, this technology is being hotly debated and employed as if it were transforming how people use computers. These types of services unquestionably save people time and effort when they are compiling writing, for instance to make content for websites.

Because ChatGPT is so simple and easy to use, it might encourage lazy behavior in students because they don't have to worry about coming up with original ideas or conducting in-depth research—they can just state the issue they're trying to solve and get content that will help them pass—and because without AI plagiarism software checking the sources, students have less rich and important learning experiences. As people regrettably frequently choose the least difficult option, providing answers so quickly on a computer screen from ChatGPT would undoubtedly discourage curiosity and the development of independent skills. Additionally, academic plagiarism is a worry when using AI Natural Large Language Models (LLMs), as it is difficult to properly cite sources. This raises ethical questions as well as potential legal issues for educational institutions.

Limitations. It is essential to acknowledge certain limitations of the research methodology. Due to the nature of the study being a literature review, it relies on the available published materials and may not capture all recent developments or perspectives on the topic. The analysis and findings are based on the interpretation of existing research, which can be subject to biases and limitations inherent to the selected sources.

4. Findings

The findings of this research article shed light on the ethical implications associated with the implementation of artificial intelligence (AI) in education. Through the literature review, several key ethical dimensions emerged, including privacy and data protection, equity and bias, and the impact on the teacher-student relationship.

The integration of AI technology in education raises concerns about the privacy and protection of student data. Scholars, such as Floridi et al (2019) and Selwyn (2019), highlight the importance of transparency, user control, and algorithmic transparency to address these concerns. Striking a balance between utilizing student data to enhance educational experiences while respecting privacy rights is crucial.

AI implementation in education has the potential to either reinforce existing educational disparities or promote equity. Van Wynsberghe (2013) emphasizes the need for a comprehensive framework to address fairness and justice in AI systems. The literature review reveals that without careful design and monitoring, AI algorithms can introduce biases and discrimination, impacting

student outcomes and perpetuating inequality. Consideration of diverse learner needs and backgrounds is essential to mitigate these risks (Tetzlaff et al, 2021).

The role of teachers and the impact on the teacher-student relationship are significant ethical considerations. As AI systems assume certain teaching functions, the human touch in education may be compromised. Striking the right balance between AI-assisted instruction and human guidance becomes crucial to maintain an ethical and nurturing learning environment. The findings suggest the need to ensure that AI technologies enhance, rather than replace, the critical thinking skills and individualized support provided by teachers.

In the research done by Su, J. et al (2023), the analysis wanted to emphasis that even though they are somewhat of help, the chatbots, in this particular case ChatGPT, have their limitations, that may be in the form of:

Table no. 3 The Limitations of ChatGPT

ChatGPT Limitation	Comment
Lack of Common Sense	Despite having access to a wealth of data, ChatGPT lacks common sense and occasionally may produce answers that are true in theory but are absurd in practice.
Limited Understanding of Context	Because ChatGPT has a limited awareness of context, it occasionally has trouble deciphering talks' deeper meanings. Additionally, it could miss subtleties or subtext in a dialogue.
Biased Data	If the training data has biases or inaccuracies, ChatGPT may reflect such biases in its responses because it can only be as impartial as the data it is trained on.
Inability to Perform Physical Tasks	As a language model, ChatGPT is unable to carry out practical chores like cooking or cleaning.
Lack of Emotional Intelligence	Although ChatGPT can provide responses that seem to express emotions, it does not truly experience emotions and may find it difficult to comprehend or react correctly to talks that are emotionally intense.
Vulnerability to Adversarial Attacks	ChatGPT is susceptible to adversarial assaults, in which the input data is intended to cause ChatGPT to produce inaccurate or harmful results. Overall, ChatGPT is an effective tool for producing human-like replies to a range of inputs, but it has a few drawbacks that should be taken into account.

Source: Su, J. et all (2023, p. 5)

There are several restrictions on ChatGPT's use in the classroom. First of all, ChatGPT is still a new technology, and its efficacy hasn't been well investigated. While the aforementioned studies indicate that the ChatGPT might be a helpful educational tool, more research is required to understand how beneficial it is in various settings.

Overall, the findings highlight the importance of ethical considerations in the design, deployment, and use of AI in education. Transparency, accountability, and fairness are critical principles that should guide the implementation of AI systems. Respecting privacy rights, addressing biases, promoting equity, and preserving the teacher-student relationship are essential for creating an ethical and inclusive educational environment.

These findings contribute to the ongoing discourse on ethics in education and emphasize the need for educational stakeholders, policymakers, and researchers to collaboratively work towards harnessing the potential of AI while upholding ethical principles and ensuring a just and inclusive educational environment.

5. Conclusions

The integration of artificial intelligence (AI) in education brings numerous opportunities and benefits, but it also raises significant ethical implications that must be carefully examined. This research article has explored the multifaceted ethical challenges associated with AI implementation in education, focusing on the dimensions of privacy and data protection, equity and bias, and the impact on the teacher-student relationship.

The findings emphasize the importance of transparency, accountability, and fairness in AI design and deployment. Respecting privacy rights and ensuring user control over student data are crucial to maintain ethical practices. Safeguarding against biases and discrimination in AI algorithms is essential to promote educational equity and inclusivity. Furthermore, preserving the teacher-student relationship and the human touch in education is paramount, striking a balance between AI-assisted instruction and personalized guidance.

To navigate the ethical implications of AI in education, it is imperative to establish comprehensive frameworks and guidelines. Incorporating ethical considerations in the design and development of AI systems, as proposed by Floridi et al (2019) and Van Wynsberghe (2013), is fundamental to ensuring responsible AI implementation. Stakeholders, including educators, policymakers, and researchers, should collaborate to establish robust policies and safeguards to protect student privacy, address biases, and promote equity.

Also, the study done by Pisica et al (2023), has highlighted the most important positive and negative arguments that the scientific community may have when referring to this aspect. We must not forget of course, that in the end, a teacher should not be replaced by the implementation of the artificial intelligence, as the technology does not have the finesse and the emotions that a pedagogue has after years and years of training in children character and psychology.

Future research should, first and foremost, concentrate on creating and assessing AI-based educational apps and investigating the possible advantages and difficulties of utilizing this technology in various educational contexts and settings. Second, it's crucial to carry out research on how ChatGPT and/or other generative AI applications affect student learning outcomes including academic performance, motivation, and engagement. The ethical and social ramifications of utilizing AI in education, including its possible impact on human teachers and the need for proper rules and policies, should also be further explored in future research. Third, more investigation is required to properly grasp this technology's potential and determine the best ways to use it to education. It's critical to keep up with the most recent advancements in AI.

Fourth, using the IDEE framework as a guide (Su, J. et al (2023), more research is required to ascertain ChatGPT's efficacy in various contexts (such as teacher education, professional development, early childhood education, formal schooling, lifelong learning, special education, and online learning), as well as to make sure that the technology is applied responsibly and morally. By using voice-activated interfaces like smart speakers or virtual assistants, ChatGPT can be used by young children in the early childhood education setting who are unable to read and write. Children can use voice commands or inquiries to interact with ChatGPT, and the AI model can answer with audio outputs. Children who are not yet able to read or write can nonetheless use technology and engage with it. To ensure safety and wellbeing, it is crucial to stress that young children should utilize AI technology under the close supervision and guidance of adults.

ChatGPT and other AI tools won't go away, thus we need to make sure that we set up moral and pertinent boundaries for our students to use these technologies successfully. All educational organizations must purchase AI plagiarism toolkits. In order to guarantee that students are developing critical thinking and judgment abilities, educators must simultaneously adapt their teaching and curriculum strategies. As the purpose of education is to equip students with the necessary abilities to gain employment, as well as to solve business difficulties and problems that develop the organizations they are employed by, a judicious balance is required to ensure that cognitive off loading and critical thinking skills are not disregarded.

The stakes for OpenAI and other top chatbots could not be higher. The General Data Protection Regulation (GDPR) of the EU is the harshest data protection law in existence, and it has been widely imitated. What happens next will be closely watched by regulators from Brazil to California, and the result might profoundly alter how AI companies approach data collection. To ensure that risks and resources are appropriately handled, educators must move cautiously.

In conclusion, as AI continues to transform the field of education, proactive attention to ethics is crucial. By examining the ethical dimensions and implications of AI implementation, this research article contributes to the ongoing discourse on ethics in education. It is imperative that educational stakeholders embrace ethical principles while harnessing the potential of AI to create inclusive, just, and nurturing learning environments. With responsible AI implementation, we can leverage the benefits of AI while upholding ethical values and ensuring a brighter future for education.

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