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Research Article

Ethical Use of AI in Education & Research: Frameworks for Responsible and Inclusive Learning

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Abstract
The accelerated advancement of artificial intelligence (AI) has yielded substantial progress in both research and education, yet concurrently introduces complex ethical considerations. This research examines the ethical dimensions associated with deploying AI systems within educational contexts. Furthermore, AI contributes meaningfully to the advancement of education and research about Sustainable Development Goals 4 and 9. Nevertheless, attention must be directed toward the uncertainties engendered by specific apprehensions, including the notion that AI-driven systems might ultimately supplant human educators. The present study draws upon a comprehensive literature review, supplemented by reports and investigations conducted by researchers, institutions, and organizations dedicated to advancing AI and exploring its educational applications, alongside ethical concerns articulated by global experts and bodies. The findings aim to identify and discuss five salient ethical concerns pertaining to AI in education: hallucination, algorithmic bias, plagiarism, privacy, and transparency. The article culminates in a proposed framework designed to address these concerns and facilitate the ethical utilization of artificial intelligence by students and researchers, thereby promoting responsible AI practices within research and educational domains.

Keywords: Artificial Intelligence, Digital Literacy, Education, Ethics, Technology

1. Introduction

Although AI is frequently seen as a complicated technology, it may be successfully simplified to guarantee that everyone understands it completely. The term artificial intelligence (AI) refers to computational systems engineered to perform functions ordinarily necessitating human intelligence. This broad domain includes a variety of techniques, among them machine learning, language processing, and computer vision (Rajkumar, 2024). Artificial intelligence has engendered a profound transformation across numerous industries, fundamentally altering the modalities of human existence, labor, and interaction, thereby inaugurating an era of seemingly boundless potential. However, in the absence of a codified regulatory framework, its unbridled deployment portends consequences of an unprecedented magnitude (Howard & Borenstein, 2017). The significant advancement and widespread public availability of artificial intelligence have engendered a notable trend among students, who increasingly utilize online platforms to access examination answers and appropriate material for assignments. ChatGPT is a resource that is most commonly linked to cheating. Machine learning is used by ChatGPT, OpenAI's new free chatbot, to reply to commands in code and natural language with ease (Duffy & Weil, 2023).

Students have been taking advantage of this attainability, which has led to a decline in critical thinking abilities, a rise in sloth, and a lack of drive, among other things. Students will have access to a wider range of materials as AI develops, which might impair their capacity to acquire critical skills

taught in classrooms (Chen, 2023). In order to attenuate the deleterious effects of AI-enabled academic dishonesty, it is incumbent upon educational establishments to institute formal policies and regulations designed to promote an environment rooted in integrity (Saylam et al., 2023). Baker (2019) illustrates that artificial intelligence, when designed with ethical considerations, can serve as a mechanism for improving educational equity, extending technological benefits to all learners regardless of socioeconomic background. A central tenet emerging from the literature is the requirement for a collaborative approach to AI integration in education. This collaboration necessitates that policymakers, educators, researchers, and technology developers work in concert to design AI systems wherein ethical concerns are accorded equal weight with technical advancement. It is imperative that AI-enhanced educational tools embed principles of transparency, accountability, and justice to ensure they function as instruments of equitable learning rather than as mechanisms that reinforce systemic inequalities. The ethical ramifications of artificial intelligence in education must be subject to ongoing assessment, with concomitant research and policy innovation addressing emerging concerns. The digital divide, denoting the bifurcation between those who possess access to information and communication technologies and those who do not, continues to produce unequal distribution of educational opportunities and resources.

Notwithstanding the pervasive integration of technology into educational contexts, pronounced disparities in internet access, computational hardware, and digital literacy competencies persist among low-income communities, rural areas, and marginalized populations. This digital divide constitutes a significant impediment to the effective implementation of artificial intelligence in education, as learners lacking technological access or reliable connectivity are precluded from benefiting from personalized instruction and digital learning resources (Eden et al., 2024). This study is crucial because it tackles ethical concerns about AI in education while advocating for responsible AI implementation. AI-powered education can transform learning experiences by utilizing tailored training, predictive analytics, and automation. However, unregulated adoption creates issues of data privacy, monitoring, and algorithmic prejudice (Sclater, 2017). This work adds to policymaking by suggesting techniques for balancing innovation and ethical protections, ensuring that AI technologies improve education without jeopardizing student rights. Furthermore, our study assists educators, developers, and politicians in creating AI frameworks that promote justice, transparency, and diversity (Dignum, 2019).

Inclusive educational strategies increasingly stress the importance of data governance norms that safeguard student privacy and promote ethical use of educational data. Policy design must strike a compromise between the advantages of data-driven decision-making and measures that protect learners' anonymity and autonomy. The development of new policy instruments increasingly mandates the implementation of standards and protocols that position data protection as integral to the governance of education. These protective measures are essential to preclude the exploitation of confidential information and to cultivate a relationship of trust between learners and educators (Azmi et al., 2026). Through adaptable interfaces and tailored feedback systems, assistive digital technologies have demonstrated tremendous potential for aiding learners with unique educational needs. Research shows that when ethical norms influence system implementation, learner engagement and academic achievement improve (Kooli & Chakraoui, 2025). Nonetheless, questions remain about monitoring methods, data ownership, and the monetization of learner information. These difficulties require regulatory answers based on both ethical theory and empirical data (Murari & Parmar, 2025).

The implications of Artificial Intelligence (AI) threaten students' critical thinking ability, enforce bias into academic work, undermine academic integrity, and lead students and researchers to hallucinate that they are learning, but are actually merely processing information without understanding. These hazards highlight the need to investigate how technology design choices affect

social justice outcomes in educational settings. Ethical examination is thus required to protect inclusion as a conventional value for learning (Nguyen et al., 2022). There is a lack of awareness regarding the possibilities, limits, and ethical issues of employing AI in academic & scientific research. Furthermore, there are no established procedures or best practices for employing AI in scientific research (Khlaif et al., 2023). More study is needed to assess the usefulness, accuracy, and trustworthiness of AI in scientific research, as well as the ethical and societal implications of AI in scientific investigation. To maintain safety and ethical procedures in academic & research, it's crucial to explore issues about the use of AI.

The study aims to utilize ethical artificial intelligence to build a better future by examining the key challenges in implementing AI ethics and how these challenges influence outcomes. Furthermore, it develops a framework for inclusive and responsible education to support transparent AI systems. Accordingly, the study addresses two central research questions: what are the major ethical concerns related to bias in the use of AI-generated text in academic and research contexts, and how can artificial intelligence systems be designed to ensure ethical decision-making.

2. Literature Review

2.1. Virtue Ethics Theory

According to conventional theories of virtue ethics, virtues result from the regular, consistent, and progressively improved practice of morally upright behavior (Bartlett & Collins, 2011). The cultivation of virtues initially proceeds through actions modeled upon "noble" human exemplars and corresponding societal frameworks, narratives, or archetypal patterns of the given virtue. This is followed by a subsequent phase wherein values are refined through careful consideration of the distinctive circumstances pertaining to each individual case. A parallel process is observable in the development of virtues within artificial intelligence (Bezuidenhout & Ratti, 2020).

However, the development of foundational and higher-order AI virtues entails the achievement of moral conduct deeply rooted in particular organizational and cultural milieux. Engaging in virtuous practice demands a process of moral self-cultivation, which involves fostering the motivation or will to act, learning to comprehend ethical challenges, cultivating the ability to recognize them, and employing moral reasoning to make sound ethical choices (Johnson, 2020). While it may be asserted that the aforementioned faculties or propensities are either congenital or acquired through early upbringing, ethical character is not fixed. Education can engender alterations in ethical dispositions at any point in life, mediated by impactful occurrences, the example of moral leaders, or the distinctive atmosphere of a given work environment.

In brief, virtues may be developed and taught to promote ethical decision-making and overcome ethical limitations. Ethics training that focuses solely on explicit information or concepts is unlikely to influence behavior. According to Haidt (2007), ethics instruction should also teach individuals the abilities of social awareness and emotion, which lead to a natural desire to do the right thing in a particular scenario.

Ethics programs often include training sessions and incentive systems to encourage ethical behavior and penalize violations within a company. These ethics programs have several downsides. Individuals who participate in these programs are more inclined to focus on specific behaviors addressed by the programs. Uncovered areas are ignored. According to Gneezy & Rustichini (2000), ethics programs can actively reinforce unethical behavior through well-intentioned sanctions.

3. Methods

This research is both descriptive and qualitative. Its principal purpose was to evaluate rising economies' potential and difficulties through the lens of developing countries. Secondary data were employed in the study. Data was analyzed using the thematic content analysis method. The study relies entirely on secondary data. However, all data were utilized in a responsible and ethical manner, with full citation, acknowledgment of the original authors, and no plagiarism. The study's methodology is constrained by its dependence on previously published data, which may result in data gaps, bias in available sources, and limited access to new statistics. Ethical theory and inclusive education frameworks serve as a guide for analytical processes that assess how governance structures handle concerns of accountability, equity, and learner safety. Without depending on empirical field data, the study uses integrative reasoning to build a conceptual understanding that links ethical issues with policy creation, providing thoughtful insights relevant to current educational debate.

4. Results and Discussion

4.1. Ethical Challenges of Artificial Intelligence in Education and Research

AI technology is affecting our personal and professional lives in various ways, and not all of them are favorable. There are ethical concerns and obstacles associated with AI (Borenstein & Howard, 2020; Howard & Borenstein, 2017). Nonetheless, its use continues to grow. AI algorithms are increasingly being used by industry, government, and academic organizations to make judgments that can have negative impacts on our daily lives. AI technologies are often justified as better than humans for decision-making. Algorithms are created by humans, and mistakes can occur during design, programming, calibration, and evaluation. Defining fairness can be challenging due to human limitations (Borenstein & Howard, 2020; Hagendorff, 2022).

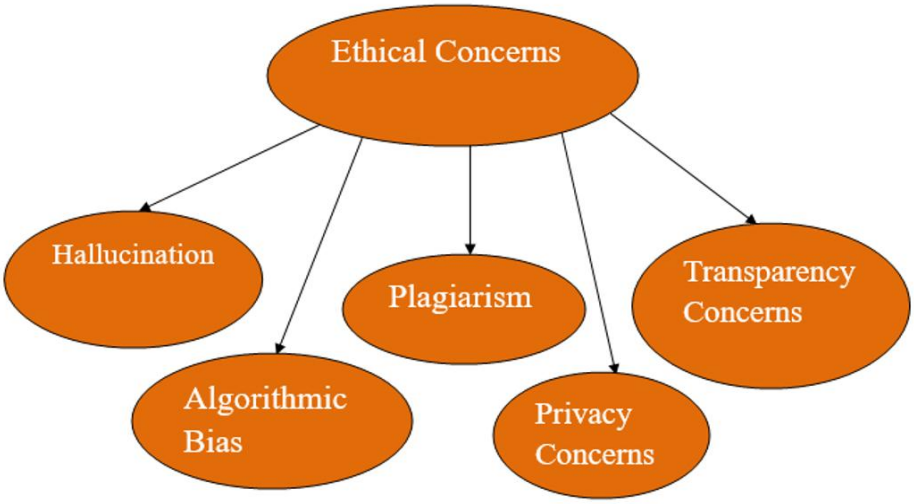

Figure 1. Ethical Concerns
Source: Zhai et al. (2024)

In research, utilization of Artificial Intelligence in the purpose of accumulating data, investigating results, producing materials and making decisions leads to ethical concerns including virtuous and corporate issues. Some key points of ethical concerns are demonstrated below.

4.1.1. AI Hallucination

In recent studies, the findings uncovered that AI dialogue systems supported by some generative models can replicate human-like writing structure and possess a remarkable hold in various fields, including education (Gao et al., 2023; Lee et al., 2023). However, some educators are concerned with the growing integration of AI technologies in education, specifically in its implications, whereas some thought about this as a forward-thinking innovation that can assist learning and teaching methods (Wach et al., 2023; Zhou et al., 2024). Critics argue that constant use of AI where misleading information is presented as authentic would lead learners to adopt academic dishonesty, ultimately lessening their critical thinking and innovative capabilities. Around 2022, the rise of LLMs such as ChatGPT has made the issue concerning AI hallucination noticeable, as these AI models often provide fabricated responses (Khlaif et al., 2023). These hallucinations occur due to data inconsistencies, inaccuracies during training, and biased sequences (Khlaif et al., 2023).

4.1.2. Algorithmic Bias

Algorithmic Bias has emerged as a major concern of ethical usage of AI. The majority of studies state that algorithms are trained using these biases. Abd-Alrazaq et al. (2023) highlighted that recent LLMS are developed using datasets from a wide range of sources such as news articles, scientific publications, books, and websites, whereas Gichoya et al. (2023) argue that AI models are constructed based on datasets mirroring societal or historical biases. In educational settings, the implication of gendered pronouns based on stereotypes can negatively affect students' learning procedures and make them perceive the world incorrectly (O'Connor & Liu, 2023).

4.1.3. Plagiarism

Recent scholarly inquiry has investigated the capacity of AI dialogue systems to foster a more inclusive educational milieu, whilst simultaneously addressing concerns pertaining to plagiarism and the integrity of academic publication. Lim et al. (2023) observe that students in higher education for whom English is not a first language encounter linguistic barriers that may impede their academic advancement. Such obstacles can engender feelings of exclusion or apprehension of being disadvantaged, thereby elevating the propensity for academic integrity violations, including unintentional plagiarism. This observation is consonant with prior research, which has consistently identified plagiarism as a salient ethical challenge in the integration of AI technologies within educational contexts.

4.1.4. Privacy Concern

In studies, privacy concern has been explored in a comprehensive and thorough way. Abd-Alrazaq et al. (2023) found that personal information such as contact numbers, names, email addresses, prompts, and uploaded images is exposed by LLMS through students or teachers sabotaging individuals' confidentiality and breaching their privacy without consent. This finding aligns with Kronemann et al. (2023) study, which found that integration of dialogue systems in education environments and research leads to more sophisticated data handling techniques, such as collecting, analyzing, and storing student information. This data, which includes sensitive personal information, helps predict students at risk of falling behind, allowing for targeted support and early intervention strategies.

4.1.5. Transparency Concern

Transparency constitutes another critical ethical issue within the domain of AI-assisted research. As Dergaa et al. (2023) assert, inadequate transparency in the composition of training datasets can precipitate biases and inaccuracies in AI systems. Consequently, these scholars emphasize the necessity

of instructing students in the ethical employment of dialogue systems and of inculcating principles of honesty, integrity, and transparency. It is noteworthy that transparency and privacy share a close relationship (Larsson & Heintz, 2020). Moreover, while AI offers beneficial services, the public remains largely oblivious to the attendant privacy risks (Anshari et al., 2022), thereby creating conditions conducive to unethical behavior.

4.2. Strategies for Integrating AI Ethics

4.2.1. Ethical Guidelines

Educators would be able to appropriately govern the use of AI by establishing specific standards based on these ethical principles (Reiss, 2021). Eventually, this will create an atmosphere in the classroom where both educators and learners may flourish. But merely putting them into practice is insufficient. People need to be made more aware of these ideas and their true meanings via constant effort. According to Adams et al. (2021) a comprehensive review determined that merely five ethical rules are directly pertinent to children in educational settings. These ethics standards address fundamental moral principles while incorporating four additional considerations arising from the specific sector of implementation. Conventional ethical norms largely represent ideals demonstrated and transmitted through everyday life. Accountability, privacy, justice and fairness, and transparency serve as exemplary illustrations of such principles. Additionally, there exist other concepts that, though potentially less familiar, share conceptual affinities with these core values. The remaining foundational principles encompassed within the five rules are beneficence, freedom and autonomy, and non-maleficence. Adams et al. (2021) characterize autonomy as decisional freedom, beneficence as the advancement of well-being through salutary means, and non-maleficence as the ethical imperative ensuring safety. These constitute the essential components of a systematic ethical framework.

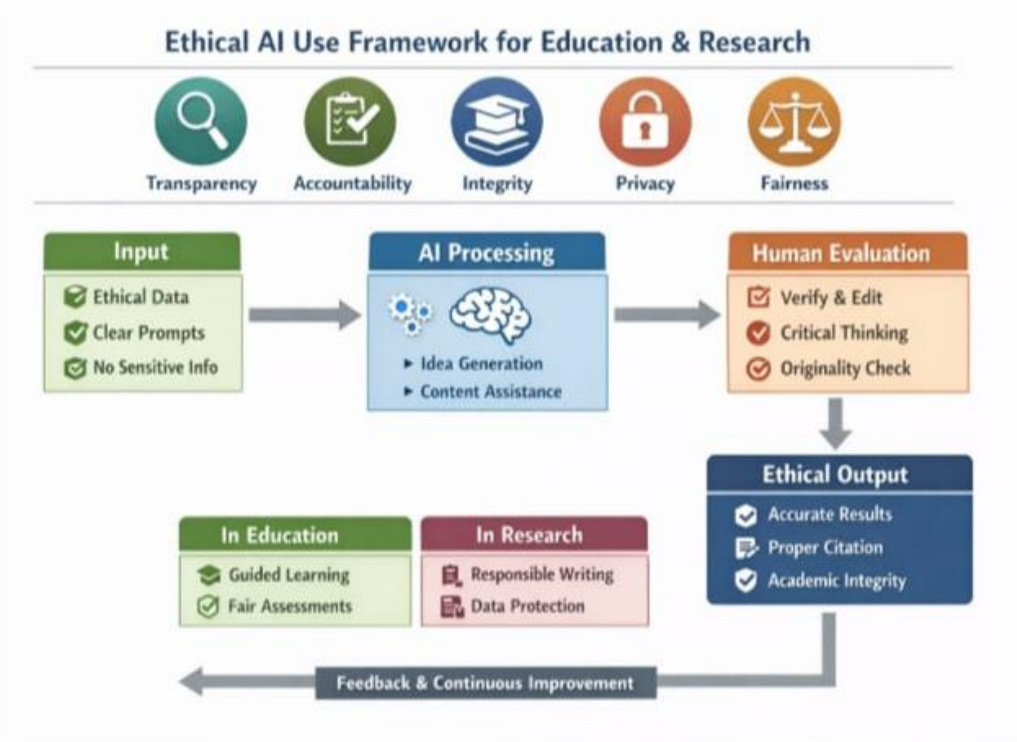

Figure 2. AI Ethics: Framework for building ethical AI
Source: The framework made by the authors

The figure reveals an Ethical AI use framework for Education and Research, developed to ensure responsible and transparent integration of artificial intelligence in academic contexts. The framework follows a structured process beginning with ethical inputs, moving through AI-assisted processing, and ending with human-evaluated ethical outputs. It emphasizes that AI should function as a supportive tool rather than being used as a replacement for human judgment. At the top of the framework, five core ethical principles guide all stages of AI use: transparency, accountability, integrity, privacy, and fairness. These principles serve as the foundation for ethical decision-making, ensuring that AI applications remain trustworthy, unbiased, and aligned with academic standards. The first stage of the procedure is the input stage, which focuses on the use of ethical data and clear prompting. Users are expected to avoid sensitive or confidential information and ensure that prompts are unbiased (free from any biases) and relevant. This stage is crucial because the quality and ethics of input directly influence the reliability of AI-generated outputs. The steps of utilizing AI tools in research is demonstrated in the following figure.

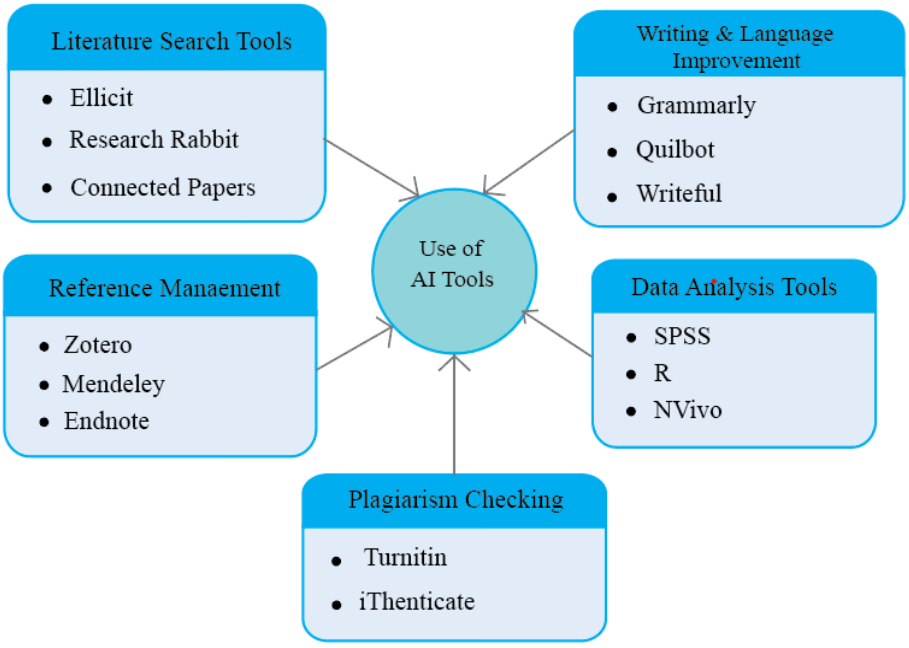

Figure 3. Ethical use of AI tools in research
Source: Adapted from Abbas & Teyebi (2025); Manning et al. (2023); Rangaswamy & Babu (2021); and Suseela (2016)

The second stage involves AI processing, where artificial intelligence is used for idea generation and content assistance. In this phase, AI supports tasks such as drafting, summarizing, and structuring information. However, it is not considered an independent decision-maker, and its output require human oversight. The third stage is human evaluation, which acts as a critical control mechanism in the framework. At this stage, users verify and edit AI-generated content, apply critical thinking, and check for originality. This ensures that the final output maintains academic integrity and reduces the risk of misinformation or plagiarism.

Following evaluation, the framework produces ethical outputs characterized by accuracy, proper citation, and adherence to academic standards. This stage ensures that AI-assisted work is suitable for use in educational and research settings without compromising quality or credibility. The framework is further applied in two key domains: education and research. In education, it supports guided learning

and fair assessment practices, while in research, it promotes responsible writing and data protection. These applications demonstrate the practical relevance of the framework in academic environments.

Finally, the framework incorporates a feedback and continuous involvement loop. This allows users and institutions to regularly update their practices, address emerging ethical challenges, and improve the effectiveness of AI integration over time. As a result, the framework remains dynamic and adaptable to evolving technological and academic needs.

5. Conclusion

The outcomes of this study assist in indicating possible biases and ethical problems related to utilizing AI, guiding future advances, and examining the consequences of employing AI in research and teaching across various themes and diverse research fields. Researchers and students may obtain a better grasp of how AI might improve academic performance and help advance knowledge in a variety of educational disciplines and research.

There is an urgent need for educational stakeholders to leverage AI's potential responsibly and ethically. Addressing difficulties such as accessibility, data privacy and security, digital divide, and bias in AI algorithms requires a joint effort. Possibilities for innovation and improvement in teaching and learning techniques must also be taken advantage of through technology. The present study highlights the urgent requirement for policy interventions, ethical architectures for artificial intelligence, and fairness-oriented algorithms to redress these concerns. While AI enriches learning through individualized instruction and task automation, the absence of adequate regulation exacerbates the potential for violations of privacy and the production of inequitable results.

Technology developers should prioritize designing inclusive, transparent, and responsible AI systems with strong safeguards against prejudice and discrimination. Educational institutions must establish strong data security regulations, transparent AI decision-making processes, and constant monitoring of AI-driven systems to ensure fairness. By overcoming these difficulties, AI may be used responsibly, resulting in more inclusive and ethical educational settings. This study contributes to the growing discussion about ethical AI by addressing the balance between creativity and privacy in learning environments.

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