Fostering responsible and ethical AI integration in Higher Education: Key findings from an Erasmus+ project



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Context

INFINITE Erasmus + project aims to prepare Higher Education (HE) faculty to critically and ethically exploit AI-based technology for their professional and pedagogical practices

Raise awareness of AI's potential and risks in education

Develop hands-on resources for AI adoption in educational and professional practice

Strengthen digital skills and ethical readiness of faculty and students

Support HE's digital transformation through capacity building

Objective (WP2)

Map the uses and risks of AI in Higher Education teaching and professional practice, and analyse the current needs, views, and challenges faced by educators in integrating AI across different national contexts

Methodology

Desk research (Systematic literature review) Mapping the applications and risks of AI in HE teaching and Purpose Purpose practice • Time frame: 2018–present Co-Inclusion Languages: English, national languages develop criteria Context: Higher Education ers Types: Journals, theses, proceedings, grey literature Clarivate EBSCC Web of Science • AI tools Databases Themes ScienceDirect Initial search (10,492 records) → Duplicate removal (8,242 Selection Particip remain) → Title/abstract screening (314 remain) → Full-text process ants review — Final selection of primary studies (45 selected)

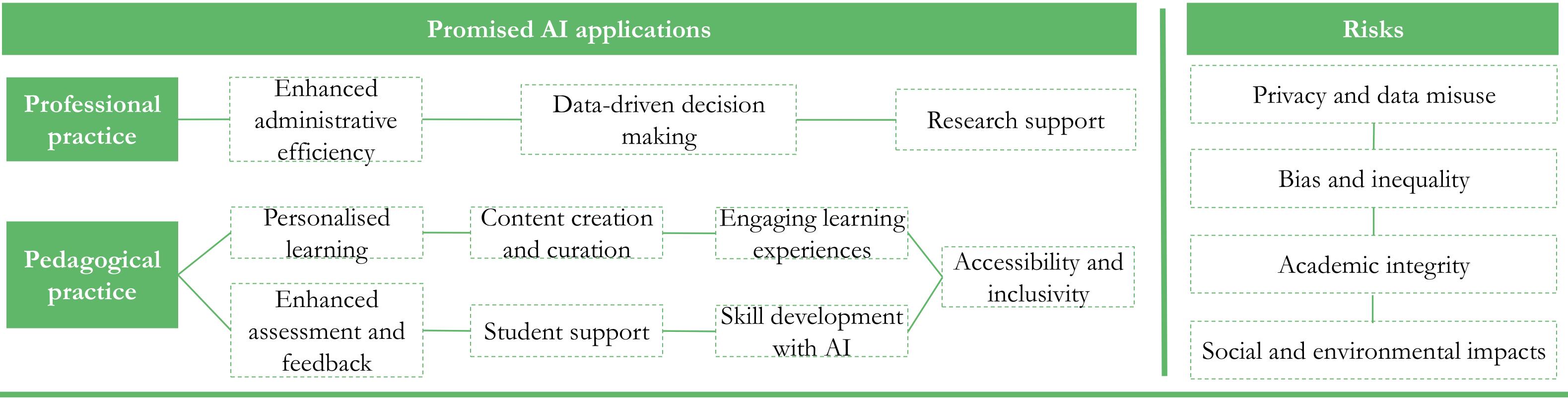
Field research (Survey) Exploring the current needs and challenges related to the ethical and educational use of AI in HE. UNIVERSITY of NICOSIA CARDET

- AI human agency and ethics
- AI for pedagogical practice
 - AI for professional practice

Completed by 259 participants, including Higher Education instructors and students.

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Results



AI human agency and ethics

- Educators feel confident identifying AI risks.
- They value fairness and data protection.
- Many educators feel less prepared to protect privacy, promote responsible AI use, or suggest ethical improvements.

AI tools

- Educators are aware of AI tools and can find ones that fit their needs.
- They highlight the importance of testing.
- Few feel confident adapting or modifying tools.

AI for pedagogical practice

- Educators see AI's potential to support teaching.
- They are unsure about using it for assessment and feedback.

AI for professional practice

- Educators value AI for admin tasks and curriculum design.
- They are less confident about using it to communicate or collaborate with colleagues.
- Some are also concerned about protecting students when AI is involved.

References

