

Chapter 15

Navigating the Legal Landscape: AI Adoption in Education and Teacher Responsibilities

Enas Mohammed Alqodsi

 <https://orcid.org/0000-0003-4643-9660>

United Arab Emirates University, UAE

Iyad Mohammad Jadalhaq

University of Sharjah, UAE

Mohammed El Hadi El Maknouzi

University of Sharjah, UAE

Imad Eldin Ahmad Abdulhay

University of Sharjah, UAE

ABSTRACT

This research delves into the legal implications surrounding the adoption of artificial intelligence (AI) in the field of education and explores the corresponding responsibilities of teachers. As AI continues to shape the educational landscape, it becomes crucial to understand and navigate the legal framework governing its implementation. The study examines the legal challenges and considerations that arise when integrating AI technologies in educational settings and specifically focuses on the responsibilities that teachers bear in this context. By examining relevant laws, regulations, and policies, the research aims to provide valuable insights into the legal landscape of AI adoption in education and assist teachers in fulfilling their obligations while leveraging AI technologies responsibly.

INTRODUCTION

The United Arab Emirates (UAE) is at the forefront of embracing technological advancements, and the field of education is witnessing the transformative impact of Artificial Intelligence (AI). As AI technologies continue to shape the educational landscape, it is imperative to navigate the legal framework

DOI: 10.4018/979-8-3693-0880-6.ch015

Navigating the Legal Landscape

governing their adoption in accordance with UAE laws(Chan, 2023). This research delves into the legal implications surrounding the integration of AI in the UAE's educational domain and explores the specific responsibilities that teachers bear in this rapidly evolving context, The UAE's visionary leadership recognizes the potential of AI to revolutionize education by enhancing learning outcomes(Kadaruddin, 2023), promoting personalized instruction, and streamlining administrative processes. However, with these opportunities come legal challenges that require careful examination and adherence to the country's regulatory framework(Bozkurt et al., 2020), The primary objective of this research is to comprehensively explore the legal landscape surrounding AI adoption in education within the UAE's unique legal context. It will analyze the UAE laws, regulations, and policies that govern the use of AI technologies in educational settings, ensuring full compliance with the country's legal requirements, the study will highlight the critical responsibilities that UAE teachers' shoulder in the context of AI integration. As AI technologies increasingly become integral to the educational experience, educators play a crucial role in ensuring that AI is used ethically, equitably, and in line with the principles set forth by the UAE's legal framework, by examining relevant UAE laws and regulations, this research aims to equip teachers with the knowledge needed to embrace AI responsibly and make informed decisions in their classrooms(Kamp, 2020). Understanding the legal implications of AI adoption will enable educators to protect student rights, privacy, and data security while leveraging AI technologies to their full potential, in line with the UAE's commitment to innovation, this study will explore the legal considerations specific to the country's educational landscape, providing valuable insights to policymakers, educational institutions, and teachers alike (Abdallah et al, 2023). It seeks to facilitate a smooth integration of AI in education while safeguarding the rights and interests of all stakeholders involved, Throughout the subsequent sections, we will delve into the specific legal aspects and challenges related to AI adoption in the UAE's educational sphere. By addressing data privacy, intellectual property rights, liability, and other relevant concerns, this research will offer practical guidance for educators to fulfill their obligations in compliance with UAE laws (Abdallah, & Farhan, 2023).

As the UAE continues its journey towards a knowledge-based society, this research aims to contribute to the ongoing dialogue on responsible and ethical AI integration in education. By fostering a thorough understanding of the legal framework, we aspire to pave the way for a technologically advanced yet legally compliant educational landscape that ensures a bright future for students, educators(Nguyen, Ngo, Hong, Dang, & Nguyen, 2023), and the nation as a whole.

Artificial Intelligence (AI) adoption in education brings transformative opportunities and legal challenges. This study explores the legal implications of AI integration in the UAE's educational landscape and the corresponding responsibilities of teachers, and to achieve this goal we will address the subject of **the study as follows:**

LEGAL IMPLICATIONS OF AI ADOPTION IN EDUCATION

Teacher Responsibilities in AI-Enabled Classrooms

Legal Implications of AI Adoption in Education.

The widespread adoption of Artificial Intelligence (AI) in the field of education has ushered in a new era of transformative opportunities and challenges. As AI continues to shape the educational landscape,

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/navigating-legal-landscape/339781

Related Content

A Bibliometric Analysis of Automated Writing Evaluation in Education Using VOSviewer and CitNetExplorer from 2008 to 2022

Xinjie Deng (2022). *International Journal of Technology-Enhanced Education* (pp. 1-22).

www.irma-international.org/article/a-bibliometric-analysis-of-automated-writing-evaluation-in-education-using-vosviewer-and-citnetexplorer-from-2008-to-2022/305807

Social Media as a Tool in Higher Education: A Pedagogical Perspective

Vikas Kumar and Pooja Nanda (2020). *Handbook of Research on Diverse Teaching Strategies for the Technology-Rich Classroom* (pp. 239-253).

www.irma-international.org/chapter/social-media-as-a-tool-in-higher-education/234258

Values-Based Education in the Age of Digital Transformation

Rubi Rajput (2026). *Digital Transformation and Sustainability in Higher Education* (pp. 237-262).

www.irma-international.org/chapter/values-based-education-in-the-age-of-digital-transformation/383863

Antecedents of Instructor Intention to Continue Using E-Learning Systems in Higher Learning Institutions in Tanzania: The Influence of System Quality and Service Quality

Deogratius Mathew Lashayo and Julius Raphael Athman Mhina (2021). *International Journal of Technology-Enabled Student Support Services* (pp. 1-16).

www.irma-international.org/article/antecedents-of-instructor-intention-to-continue-using-e-learning-systems-in-higher-learning-institutions-in-tanzania/308461

How Immersive Virtual Environments Foster Self-Regulated Learning

Yang Jiang, Jody Clarke-Midura, Ryan S. Baker, Luc Paquette and Bryan Keller (2018). *Digital Technologies and Instructional Design for Personalized Learning* (pp. 28-54).

www.irma-international.org/chapter/how-immersive-virtual-environments-foster-self-regulated-learning/199531