

Chapter 7

Ethics of Digital Citizenship in the Age of AI in Higher Education From the Viewpoint of Faculty Members

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ABSTRACT

This research explores the ethical implications of integrating AI into higher education, focusing on the responsibilities of faculty and institutions in ensuring adherence to ethical standards. The research highlights the urgent need for comprehensive ethical guidelines to regulate the use of AI in educational settings. The findings also underscore the critical role that faculty play in promoting digital citizenship and ethical practices among students. To address the ethical challenges associated with the integration of AI. The results did not show any statistical differences attributed to the gender variable, or the academic rank variable of the faculty member, while there were statistical differences in the variables of academic qualification and years of teaching experience. The results showed that the field of (the right to protection, security, and digital privacy) had the highest arithmetic mean (3.96). The research makes several recommendations, including establishing strong data governance policies.

DOI: 10.4018/979-8-3693-9015-3.ch007

INTRODUCTION

The integration of artificial intelligence (AI) in higher education is rapidly transforming the landscape of teaching, learning, and administration. While these technologies offer numerous benefits—such as enhanced educational outcomes and increased efficiency—they also present ethical challenges that must be addressed to ensure their responsible use. Faculty members play a crucial role in implementing AI in a manner consistent with ethical principles, including fairness, accountability, and privacy protection.

To navigate these challenges, it is essential to establish comprehensive ethical frameworks to guide the integration of AI in higher education. Theoretical approaches such as utilitarianism, deontological ethics, and social contract theory provide valuable insights for addressing issues like algorithmic bias, privacy concerns, and lack of transparency (Abu Mukh, et al, 2024). These frameworks can serve as a foundation for creating guidelines that ensure the ethical use of AI technologies in educational settings (Boddington, 2017).

In this context, the concept of digital citizenship has become increasingly relevant, digital citizenship is defined as “the ability to use digital technology and the Internet responsibly and ethically, while respecting the rights of others and protecting them from risks in the digital world” (Ribble, 2011). Another definition states that it “refers to the skills and knowledge needed to participate effectively and responsibly in digital societies, while taking into account the ethical, social, and legal aspects of technology” (Ohler, 2010), It was also defined by (Arafat and Hamdan, 2023) as the ethical rules, legal controls, behavioral standards, and preventive measures aimed at protecting users from the dangers of digital technology, helping them to make the most of its advantages, enjoy their rights, and perform their duties safely.

As a modern and evolving concept, digital citizenship emphasizes key principles such as respect, education, and protection. These pillars enable individuals to navigate digital spaces safely and effectively (Iman Sharif, 2023). However, the rise of internet connectivity has also amplified challenges, including the spread of misinformation, hate speech, and harmful content. Teaching digital citizenship is therefore critical in fostering a balanced and informed digital society (UNESCO, 2024).

Given the ethical challenges posed by AI, higher education institutions must take the lead in developing targeted ethical frameworks- as one of the most important institutions concerned with using and benefiting from AI technology in developing and improving society and contributing to its comprehensive growth (Smith & Jones, 2022).addressing the ethical issues associated with AI in higher education requires collaboration among educators, administrators, and policymakers. By establishing clear ethical frameworks and mechanisms to monitor AI use, institutions can en-

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