

# Chapter 10

## Technoethics and the Use of Artificial Intelligence in Educational Contexts: Reflections on Integrity, Transparency, and Equity

**Sonia Martínez-Requejo**

 <https://orcid.org/0000-0001-6934-2664>


*Universidad Europea de Madrid, Spain*

**Sara Redondo-Duarte**

 <https://orcid.org/0000-0003-2012-8784>

*Universidad Complutense de Madrid, Spain*

**Eva Jiménez-García**

 <https://orcid.org/0000-0001-6541-3517>

*Universidad Europea de Madrid, Spain*

**Judit Ruiz-Lázaro**

 <https://orcid.org/0000-0003-2036-0428>

*Universidad Nacional de Educación a Distancia, Spain*

### ABSTRACT

*As emerging technologies, such as artificial intelligence (AI), become increasingly integrated into academic contexts, new challenges and ethical risks related to potential misuse also emerge. This chapter examines these issues from an academic perspective by analyzing how each affects both education and research. Particular attention is given to concerns such as algorithmic bias, data privacy, authorship attribution, and the erosion of critical thinking in AI-assisted learning environments. The chapter also explores the implications of unequal access to AI tools, which may exacerbate existing educational disparities. Reflection on these issues is essential for fostering an academic culture based on integrity, transparency, and respect for diversity, which are fundamental to creating a fairer and more equitable educational environment. Ultimately, the chapter urges institutions to establish clear technoethical*

DOI: 10.4018/979-8-3373-0122-8.ch010

*guidelines, promote digital literacy, and engage stakeholders in open dialogue to ensure responsible and inclusive AI integration in education.*

## **INTRODUCTION**

The advent of emerging technologies such as artificial intelligence (hereinafter AI) has revolutionized multiple sectors, including education. These tools promise to increase the efficiency, personalization and accessibility of educational processes, but at the same time, they raise fundamental ethical concerns. These concerns include the risks associated with the misuse of AI, the possibility of algorithmic systems, and the challenges of maintaining academic integrity in an increasingly digitized environment.

These issues are not new, but their scale and impact have been magnified by the use of AI. Reflecting on the implications of these technologies is not only essential to address current problems, but also to anticipate future challenges in a constantly evolving environment (Schneider & Goddard, 2022). Building an educational culture based on ethical principles, such as transparency, fairness and equity, not only protects institutional credibility, but also fosters meaningful and sustainable learning.

Technoethics, particularly in relation to academic integrity and bias, constitutes a fundamental challenge in contemporary education, as it questions the ability of the academy to validate the learning outcomes and acquisition of competencies required for graduation. Although diverse in nature, these issues share a common denominator: they undermine the quality of learning, the fairness of assessment and the credibility of academic achievement (Cojocariu & Mares, 2021).

As emerging technologies, such as AI, become increasingly integrated into academic contexts, new challenges and ethical risks related to potential misuse also emerge. This chapter examines these issues from an academic perspective, analyzing the ways in which each affects both education and research, and proposing strategies to mitigate their adverse effects. Reflection on these issues is essential to fostering an academic culture based on integrity, transparency and respect for diversity, which are fundamental to a fairer and more equitable educational environment.

## **MAIN FOCUS OF THE CHAPTER**

The objective of this chapter is to address the main issues raised by the emergence of AI in the educational field from a technoethical perspective as well as to offer some practical proposals that educational institutions may adopt for the ethical implementation of AI. To this end, the first section of the chapter explores the impact of AI on education from a techno-ethical perspective. Beyond merely preventing the misuse of technology, it delves into the importance of fostering a meaningful dialogue among various stakeholders. This section also examines the concept of academic integrity, its various dimensions, and its connection to technoethics. Secondly, ethical dilemmas and risks of using AI in education are discussed (bias and discrimination, privacy and data protection, lack of transparency and reliability, among others). Examples and recent research findings are provided to illustrate its impact on the educational field. Third, the chapter explores the fundamental principles that should guide the development and use of AI in education, highlighting the importance of establishing robust frameworks to ensure its responsible implementation, grounded in human values. Finally, the chapter presents practical proposals for

22 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/technoethics-and-the-use-of-artificial-intelligence-in-educational-contexts/379668](http://www.igi-global.com/chapter/technoethics-and-the-use-of-artificial-intelligence-in-educational-contexts/379668)

## Related Content

---

### The Algorithmic Heart: Love, Loss, and Connection Across Cultures in the Age of AI

Marie Grace Avelino Gomez (2026). *Romantic Relationships in the Age of AI: Drivers, Challenges, and Outcomes* (pp. 289-320).

[www.irma-international.org/chapter/the-algorithmic-heart/405855](http://www.irma-international.org/chapter/the-algorithmic-heart/405855)

### Adam Deep Learning With SOM for Human Sentiment Classification

Md. Nawab Yousuf Ali, Md. Golam Sarowar, Md. Lizur Rahman, Jyotismita Chaki, Nilanjan Dey and João Manuel R.S. Tavares (2019). *International Journal of Ambient Computing and Intelligence* (pp. 92-116).

[www.irma-international.org/article/adam-deep-learning-with-som-for-human-sentiment-classification/233820](http://www.irma-international.org/article/adam-deep-learning-with-som-for-human-sentiment-classification/233820)

### From False Achievement to Authentic Transformation: Rethinking Human-Centred Business Education in the Age of AI

Edyta Kostanek and Fujia Li (2026). *Reimagining Business Education in the Age of Artificial Intelligence* (pp. 127-158).

[www.irma-international.org/chapter/from-false-achievement-to-authentic-transformation/399290](http://www.irma-international.org/chapter/from-false-achievement-to-authentic-transformation/399290)

### University Students' Sense of Belonging in AI-Mediated EFL Classrooms: Classroom Rapport and Management

Cuong Huy Pham (2025). *Application of AI in the Teaching and Learning of English as a Foreign Language (EFL)* (pp. 397-422).

[www.irma-international.org/chapter/university-students-sense-of-belonging-in-ai-mediated-efl-classrooms/381443](http://www.irma-international.org/chapter/university-students-sense-of-belonging-in-ai-mediated-efl-classrooms/381443)

### Browsing Large Concept Lattices through Tree Extraction and Reduction Methods

Cassio Melo, Bénédicte Le-Grand and Marie-Aude Afaure (2013). *International Journal of Intelligent Information Technologies* (pp. 16-34).

[www.irma-international.org/article/browsing-large-concept-lattices-through-tree-extraction-and-reduction-methods/103877](http://www.irma-international.org/article/browsing-large-concept-lattices-through-tree-extraction-and-reduction-methods/103877)