

SPECIAL ISSUE – CALL FOR PAPERS

Generative AI and the New Ethical Landscapes of Higher Education Practice

For publication into the [Journal of University Teaching and Learning Practice](#).

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Background

Despite a growing body of research and global discussions exploring the emergence of Generative Artificial Intelligence (GenAI) and the transformation of higher education teaching and learning, there remains a vacuum of research that delves into the ethics of GenAI usage amongst educators themselves. Much of the ethical discussions concerning GenAI usage in higher education have highlighted concerns of academic integrity, data privacy, information accuracy/misinformation, and algorithm bias and discrimination with little in-depth evidence or exploration of the nuances and dynamics that form these issues (Chomsky et al., 2023; Plata, De Guzman, & Quesada, 2023; Rudolph et al., 2024). Furthermore, majority of ethical discussions have focused on students' use of AI, and the ethical concerns it raises (Crawford et al., 2024; Gašević et al., 2023). As universities increasingly rely on AI for various educational tasks, such as curriculum development, assessment design, student engagement, and grading, the ethical implications for academics remain largely uncharted territory (Ivanov et al., 2024; Jacques et al., 2024; Nikolopoulou, 2024).

With the advent of GenAI, educators now face new ethical dilemmas in the use of GenAI for academic work, including teaching, learning and research. The traditional expectations of educators in higher education space, and the rapid advancement of AI technologies has outpaced the development of policies and guidelines that govern the use of AI in teaching, learning or research (Australian Human Rights Commission, 2023). This policy vacuum leaves educators in a precarious position, often having to navigate the ethical landscape of AI on their own, relying on their judgment in the absence of clear institutional or regulatory guidance. They must decide, often with little guidance, where to draw the line between appropriate and inappropriate use of AI in their teaching and research practices. For example, how much should educators rely on AI-generated content? At what point does the use of AI in teaching, learning and research compromise originality? And how do educators maintain academic integrity when AI can be both a tool for learning and a potential avenue for academic dishonesty?

For instance, when AI systems are used to develop curricula or assessments, who is ultimately responsible for the content? How does the use of AI for curriculum or content development affect authenticity or originality? How does academics mediate the existing limitations of AI and manage its potential effects in their usage of the technology, whether in research, teaching or learning? Teaching, for instance, has

always been about more than imparting knowledge, but involves fostering critical thinking, ethical reasoning, and personal growth. With AI increasingly involved in these processes, how do educators ensure that these humanistic aspects of education are preserved? Can an algorithm truly understand the nuanced needs of diverse student populations, or does reliance on such technology risk perpetuating biases and inequalities? When educators use AI to grade assignments or provide feedback, what implications does it have on fairness? Can a machine replicate the contextual judgment that a human educator brings, especially in assessing complex, subjective work? How can we shift the narrative from one of risk and misconduct to one of empowerment and collaboration in AI-enhanced education by focusing on self-regulated learning (SRL) and co-regulation? (Lodge et al., 2024). Similarly, the use of GenAI in research raise further questions on the ethical use of it for research related tasks. These considerations go beyond operational aspects and concerns deeper moral questions that now require new meanings. Ultimately, this exploration aims to equip educators and administrators with the insights necessary to effectively leverage AI in their teaching and learning practices (Nguyen et al., 2024).

These dilemmas are not just theoretical, they have real, practical implications for the future of higher education teaching, learning and research. As such, in this special issue, our aim is to bring to the forefront dialogues, critical discussions and experiences of academics to explore how GenAI is reshaping the traditional responsibilities of educators, the new moral questions they must grapple with, and the broader implications for the integrity of higher education. By fostering critical reflection and dialogue, this issue seeks to provide educators, administrators, and policymakers with the insights needed to navigate these complex challenges, ensuring that the integration of AI into education enhances rather than diminishes the ethical standards of our academic institution and its teaching and learning processes.

This Special Issue asks how can educators ethically navigate the new landscapes created by Generative AI in their teaching, learning, and research practices while preserving the core values of academic integrity, originality, and human-centered education? We invite researchers and educational practitioners to submit on the possible topics, but not limited to:

- Ethical frameworks and philosophical considerations for integrating GenAI in higher education
- The impact of GenAI on the authenticity, originality, and integrity of academic work across teaching, learning, and research
- Balancing automation with human judgment and the preservation of critical thinking in AI-enhanced educational practices
- Addressing biases, equity, and fairness in AI-driven learning environments and ensuring quality assurance in AI implementation
- Classroom-based ethical dilemmas and professional learning opportunities for educators in navigating AI use for instruction and assessment
- Reflections on the evolving role and duty of educators in the context of AI, including social responsibility and moral implications
- Policy and governance approaches, including gaps and challenges, in regulating GenAI in higher education settings
- Supporting educators through the role of third-space professionals in

navigating ethical challenges within the new educational landscape

Types of publications accepted into this Special Issue

The types of publications that are eligible for acceptance into this Special Issue include:

- Original research manuscripts
- Review articles (systematic review or meta-analysis)
- Collaborative autoethnographies and multi-case study articles

Developing a high-quality proposal

We recommend the creation of a single document (Word document preferably) that contains the following:

- Proposed article title
- Proposed authors names and affiliations
- A clear evidence-based rationale for the line of inquiry proposed
- Research question(s)
- Proposed method (for both theoretical and empirical manuscripts)
- Practice-based implications of the proposed research

The word limit for the proposal is 250 words (not including references) and is designed to give the Editorial Team a sense of the rigour of the manuscript proposed and the possible implications of such research. The Editorial Team may return with an invitation to combine similar manuscripts. Acceptance of proposals does not guarantee acceptance of final manuscripts.

Timeline

- Proposals due: 30 March 2025
- Acceptance notifications: 10 April 2025
- Present working paper at 2nd International Conference of Artificial Intelligence in Higher Education on 27 or 28 May 2025
- Full articles due: 30 September 2025
- Final revised articles due: 1 January 2025
- Final publication: 20 February 2026

For further information, or to submit an abstract, please email Dr Sarah Wijesinghe at sarahw@sunway.edu.my.

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