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PROFESSIONAL ETHICS IN THE CLASSROOM FROM THE PERSPECTIVE OF ARTIFICIAL INTELLIGENCE

Lilia Moncerrate Villacís Zambrano
Laica Eloy Alfaro University of Manabí, Sucre Extension – Ecuador.
https://orcid.org/0000-0002-2888-6363

Ana Cecilia Velez Falcones
Laica Eloy Alfaro University of Manabí, Pedernales Extension – Ecuador.
ORCID: 0000-0001-7835-7075

Katty Gisella Zambrano Alcívar
(University of Eloy Alfaro de Manabí).
Laica Eloy Alfaro University of Manabí, Chone Extension – Ecuador
https://orcid.org/0000-0001-8714-1401

Victor Aurelio Mero Marcillo
Laica Eloy Alfaro University of Manabí, Sucre Extension Ecuador
https://orcid.org/0000-0001-5878-8134

Abstract: The objective of this research project was to analyze professional ethics in the classroom from the perspective of artificial intelligence. The methodology took a descriptive approach using qualitative and quantitative methods. Data was collected through surveys of 82 students, taking into account aspects such as age and gender. The SPSS27 statistical program was used to tabulate the results. The issue addressed highlighted the importance of raising awareness among professionals in training about the proper use of information, emphasizing that professional ethics in the classroom is key from the perspective of artificial intelligence, which has a major influence on training. It is therefore necessary to create a space for the preservation of knowledge, action, and being, bearing in mind that training centers are the focus of exchange between generations. It is therefore essential to involve ethics from the perspective of being and doing in order to strengthen new ethical professionals with values that can be experienced and transmitted to new generations in daily learning.

Keywords: Knowledge, integrity, confidentiality, professional development, ethics.

Development

The accelerated development of artificial intelligence (AI) has created opportunities on a global scale: from facilitating health analysis to enabling human connections through social networks, as well as increasing job validity through the automation of tasks that make life more comfortable.

One of the great challenges presented by artificial intelligence is finding the balance between the wealth of knowledge it offers and knowing how to dose and use that content to ensure ethical use that is centered on values and, most importantly, on human beings rather than machines.

UNESCO points out that artificial intelligence (AI) tools are being rapidly implemented in education systems around the world. Although these tools provide great opportunities to improve and expand learning, their rapid deployment also poses certain risks: they are often used without the necessary regulatory frameworks to protect learners and teachers, and thus ensure a human-centered approach to the use of technology in education. (2024).

It is important to rethink new strategies that involve the use of AI based on building results that lead to verifying and correcting elements that are essential to the formation of ethical values, with AI being only a support tool that allows humans to grow and not turn them into humanized machines, so that AI can provide effective university education.

For Pascuas & Rengifo, et al (2020), the innovation produced by AI in education is essential for the current generation, since the use of devices inside and outside the classroom has made virtual integration possible. In other words, the implementation of artificial intelligence in education can offer various benefits in the teaching-learning process.

It is true that artificial intelligence opens doors to knowledge for students, although the future impact on education is unknown. Currently, it benefits their education if they know how to make good use of it, enriching learning methods, but the challenges are great, such as mechanizing their knowledge, forgetting critical thinking, and the ability to learn to respond to educational needs and their surrounding reality.

From the perspective of Flores, et al., (2020), human-machine learning gains value in this context by promoting self-learning and flexibility. This is a reality that we are already living in, and it needs to be addressed by teachers and students in order to keep pace with this new society and its foundations.

It is necessary, as the author says, that when communicating and working in groups within the digital context and environment, new knowledge is constructed and research skills are increased, favoring meaningful and effective learning by receiving immediate and personalized responses that solve problems according to the needs of students, but with personalized supervision and support so that it is not a matter of copying and pasting their tasks and repeating them without developing the skills and abilities that lead to the creation of new knowledge from practice. Only in this way can each student's learning problems be addressed and they be prepared for a sustainable knowledge society, where students understand the reasons for what they learn and are not robots controlled by machines. Only in this way can they lay the foundation for all their learning and their relationship with their current reality.

From Galvis's perspective (2021), an educational environment is an entity that is more than a set of resources and materials that seek to change the traditional classroom design, where paper and pencil play a transcendental role, to establish a style in which the same tools are present but with the addition of new communication technologies. This provides a new way of learning, creating a unique experience for students to construct new knowledge. With regard to the development of knowledge from a constructivist approach, many authors agree that the educational environment is based on the use of active methods that teachers use in the teaching-learning process.

For Ramírez (2010:2), "ICT has become one of the basic foundations of society, as it is used in all fields, and therefore its use in education is necessary in order to take this reality into account." It is true that inquiry and knowledge of technological media are increasingly disseminated through technical tools, so we are immersed in the digital, virtual, and innovative world in the classroom, which leads to a new professional profile.

Methodology

The research took a mixed approach, combining quantitative and qualitative methods, with the aim of analyzing professional ethics in classrooms from the perspective of artificial intelligence. The survey technique helped to select the sample of 82 students from the population of three degree courses in the parish: education, basic education, early childhood education, and nursing at the Universidad Laica Extensión Sucre, according to the Likert scale, which allowed the results to be quantified and analyzed in detail in order to propose solutions and recommendations that contributed to raising awareness of professional ethics in academic work. The results of the diagnosis were carried out using SPSS 25 software, which helped to measure the reliability of the instrument, giving a result of 0.97 on the Cronbach's alpha scale.

Results

Table 1. Reliability statistics

Cronbach's alpha	N of elements
0.973	6

As evidenced by the reliability study using Cronbach's alpha, which verified the reliability of the instrument applied within the proposed process at 0.97, it was confirmed that it was reliable in the process carried out.

Table 2. Can AI improve accessibility in education?

		F	%	%V	%A
Valid	Neutral	2	2.4	2.4	2.4
	Very little	7	8.5	8.5	11
	A little	24	29.3	29.3	40.2
	A lot	49	59.8	59.8	100.0
	Total	82	100.0	100.0	

59% of students stated that AI improves accessibility in education in terms of platform management in the process of providing real-time translations, voice-to-text conversion functions, and learning materials that can be adapted for all types of students. It also provides innovative opportunities that help to dignify and transform educational experiences, making educators aware of their lack of preparation to respond to students in a comprehensive manner. This leads to improvements in educational quality and equity, which is a complex challenge that requires planning, collaboration, creativity, and resilience, not only the adoption of isolated strategies but throughout the entire educational process.

Table 3. Are you satisfied with the platforms used in **AI** to improve your learning?

		F	%	%V	%A
Valid	Unsatisfied	2	2.4	2.5	2.5
	Neutral	5	6.1	6.2	8.6
	Very dissatisfied	4	4.9	4.9	13.6
	Satisfied	36	43.9	44.4	58.0
	Very satisfied	34	41.5	42.0	100.0
	Total	81	98.8	100.0	
Lost	System	1	1.2		
Total		82	100.0		

It is clear that 44.4% of students were convinced that the platforms used in **AI** improve their learning, justifying that AI has helped them save time, participate in class, benefit from the efficiency of information, and benefit, especially for students with disabilities or language barriers, promoting the development of skills, promoting student autonomy, offering tools for self-directed learning, and providing continuous support in the new century of knowledge.

Table 4. Do you agree with promoting the ethical use of AI in the classroom to counteract automatism?

		F	%	%V	%A
Valid	Neutral	14	17.1	17.5	17.5
	Very little	3	3.7	3.8	21.3
	Pcoco	18	22.0	22.5	43.8
	Very	45	54.9	56.3	100.0
	Total	80	97.6	100.0	
Lost	System	2	2.4		
Total		82	100.0		

As 54.9% agreed that the misuse of AI in the classroom does not help to maintain ethical awareness, it is necessary to promote open and accessible education through civic participation, developing comprehensive values such as integrity that lead to the

promotion of digital skills and holistic training, based on media literacy from universal information.

Table 5. Do you agree with the risks of AI in vocational training?

		F	%	%V	%A
	None	1	1.2	1.3	1.3
	Very little	3	3.7	3.8	5
Valid	A little	19	23.2	23.8	28.8
	A lot	57	69.5	71.3	100.0
	Total	80	97.6	100.0	
Lost	System	2	2.4		
Total		82	100.0		

As it is evident that 97% of students are aware of the risks involved in using AI in education if it is not monitored on an individual basis, the problem is not to stop using digital tools because they are a complement to streamline common tasks. The problem lies in bypassing important processes such as human quality, the evaluative thinking of what they do, deep and conscious reading of what they contribute, without transferring thoughts foreign to their own skills and abilities, revealing their capacity for progress in key areas of their training, and harming them in their future professional lives.

Discussion

Based on a search of various works related to the problem, several works have been found that bring together the challenges of AI. Such as Gross. B. (1992). Artificial intelligence and its application in teaching, which emphasizes that there are two general types: those aimed at providing and facilitating specific learning for the student, and those aimed at helping the teacher in tasks such as planning, designing, and organizing the teaching task. Given its adaptability, both for those who mediate knowledge and those who receive it, it is beneficial and generates advantages and benefits for both participants in the educational process (p.74). This shows that both teachers and educators must be prepared to undergo a training process that helps them to use AI responsibly, with the aim of training new professionals for the challenges presented by the knowledge society.

According to the annual report on the use of technology in education produced by BlinkLearning, a technology company specializing in the development of solutions for education, 68% of educators say that motivation in the classroom increases in relation to ICT, and its main pedagogical advantage is access to a greater amount of content (74%) (Europa Press, 2023).It is vitally important to bear in mind the challenges within the educational process if we want to improve the quality of training for both teachers and students, motivation for a comprehensive education that helps enrich teaching and learning from various educational resources, encouraging collaboration among students, and promoting autonomous, interactive, and motivating learning.

In the University of Seville's Investiga (2024) article entitled Artificial Intelligence in University Research and Teaching, it is stated that one of the greatest fears regarding the use of AI in research is plagiarism; However, it is undeniable that these technologies are already making great strides in different areas of human activity and that their ethical and appropriate use clearly facilitates and strengthens research processes. It should be noted ( ) that the use of these tools is not new. AI technologies are the basis for programs that use neural networks for text analysis and classification to create

predictive models from large amounts of data, and they have been in use for a long time. But there are also other applications with the capacity to assist or help research staff in basic tasks such as locating information, selecting scientific journals to which to submit their articles, automatically generating titles, abstracts, or keywords, and even as writing assistants. The important thing about this reflection is to be prepared for the new challenges that AI brings and the support that new professionals need.

Conclusions

In a society where there are no ethical references and where the delusion of embracing foreign culture as part of one's identity makes it difficult to discern professional ethics from the practice of values when using artificial intelligence, which accommodates personal interests without thinking about the common good, and even more so the lack of training for educators on how to get students to use it effectively in the classroom, it is more difficult to ensure that these powerful technologies contribute positively rather than harm learning support.

It was found that the ethical use of AI requires a cultural change, but not using it for its own sake as something useful must be taken into account from a critical educational perspective, bearing in mind that there are profound risks, giving the possibility of mechanizing knowledge and leaving people without experiences. To this end, it is important to create spaces for shared research using new tools through the learning community.

Today, more than ever, it is necessary to implement a multidisciplinary approach, based on ethical AI models, trying to work in unison, reinforcing all subjects through personal support, improving communication between teachers and students, helping to make knowledge more flexible, mediated by teaching models that emphasize the new roles of educators in the classroom in each educational institution, especially in higher education.

Pérez's (2024) work on the topic of artificial intelligence in communication concludes that the study of AI in communications is a new and growing area of research. There are many topics that need to be explored to address existing gaps and strengthen fundamental issues. It is also important to encourage research in Latin America and promote collaborations between different institutions and at the international level. This allows for a holistic view of the issues to be addressed and provides answers to the needs of the problems raised.

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