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CODE OF CONDUCT: TEACHERS AND THE ETHICS OF AI IN HUMANITIES EDUCATION

DR. SNEHA DESHMUKH
Associate Professor
Department of English
Anurag University, Hyderabad.
(TS) INDIA

Abstract

The increasing presence of artificial intelligence (AI) in education, particularly in the humanities, presents a complex mix of opportunities and challenges. The current study's research literature outlines the importance of personalised learning, predictive models, intelligent robots, and automated assessment for education by reviewing research literature. Such technology plays an important role for teachers. In this paper, a qualitative survey is conducted involving teachers. The study aims to evaluate the insights from the teachers for the use of AI in education. The results show that teachers quickly adapt to the reality of A-assisted learning and that educators are aware of and open to such technologies, despite generation and discipline, to use them as a teaching tool. This shows positive results because the digital world should be advantageous for students to find their way to the learning process to keep them attractive. Teachers' communication and their collaboration with students are important for the best use of digital technology for effective education. The teacher's professional development depends on extensive prospects that outline the intentional technologies for specific skills cooperation. Studies conclude that these techniques and their proper use, teachers are important for students, and that effective education in a time of artificial intelligence has better results.

Keywords: Artificial Intelligence (AI), Technology, Education, Skill Cooperation

INTRODUCTION

The emergence of artificial intelligence (AI) is swiftly revolutionizing numerous areas, with education being no exception. The incorporation of AI into the humanities, fields focused on human creativity, critical analysis, and intricate interpretation, poses a significant problem and offers a distinctive potential. Professors at universities are actively modifying their teaching methods in innovative ways, investigating how generative AI (GenAI) might improve education and facilitate learning, particularly in disciplines where human experience is crucial.

The rapid integration of AI tools in educational environments has, nonetheless, surpassed the establishment of solid ethical guidelines and thorough institutional norms. This generates a significant gap, resulting in a marked demand among educators for enhanced direction, comprehensive training, and more explicit directives for classroom execution. In the absence of widespread agreement on principles and sufficient professional development, there are considerable dangers of misuse, academic dishonesty, and unforeseen adverse effects on student learning outcomes. The swift advancement of AI technology necessitates an immediate and significant demand for appropriate ethical and educational frameworks. Nonetheless, these frameworks are evidently falling short, resulting in a scenario where the rapid advancement and invention of AI create a crisis in its responsible administration and successful implementation in educational settings. The complete realization of AI's potential advantages is therefore limited by these unsolved ethical and practical deficiencies. This scenario highlights that the effective incorporation of AI in education requires a proactive, concurrent approach in policy formulation, ethical considerations, and educator training, rather than a hasty response. A well-articulated code of conduct is not simply a reaction to an issue but an essential tool, an intrinsic dynamic, and a guarantee that technological progress truly upholds educational principles.

Literature Review

The widespread incorporation of technology in education provides college students with substantial benefits, as it enables them to easily access various resources (Rutner & Scott, 2022). Nonetheless, this accessibility also introduces the allure of circumventing conventional learning methods. Educational institutions have consistently confronted academic dishonesty, a longstanding issue for decades (Schiff, 2022). The advancement of technology has provided students with numerous instruments that enable cheating, such as online platforms for answer exchange and smartphones for information retrieval during examinations. AI-driven tools have markedly intensified academic dishonesty by producing entire research papers and texts that closely mimic human language, complicating detection and action for educators (Sharma & Baliyan, 2020).

Recently, AI chatbots utilizing massive language models, such as ChatGPT and Google Bard AI, have attained significant prominence within academic circles. These technologies are anticipated

to have diverse uses across multiple domains, including education, where they have already been utilized for evaluation and instruction. ChatGPT, an AI model proficient in executing intricate cognitive tasks, has elicited much apprehension regarding the possibility of academic dishonesty, particularly among students utilizing it to produce essays and assignments (Murphy, 2019). Goodman and Flaxman (2017) explicitly underscore the threat posed by ChatGPT to the legitimacy of submitted writings, especially within higher education.

Google Bard AI, a recently launched text-based AI chatbot akin to ChatGPT, utilizes machine learning and natural language processing to produce instantaneous responses. It is beneficial for creative endeavors, elucidating intricate subjects, and acquiring information from many web resources. Bard AI can deliver complex responses, so Google is evolving from a mere search engine into a formidable virtual assistant (Azab et al., 2020). The efficacy of any language model, including ChatGPT and Bard AI, depends on criteria such as model size, the quality of training data, and the fine-tuning procedure. Fluctuations in these parameters can result in disparities in performance and precision across diverse activities and domains. ChatGPT and Bard AI are both undergoing continuous development, offering increasingly advanced capabilities and applications, and users can engage with Bard in the same manner that they do with ChatGPT.

The COVID-19 epidemic has rekindled interest in academic dishonesty owing to its significant effects on society and higher education (Cotton et al., 2023). Despite comprehensive investigations into the motivations and mechanisms behind student academic dishonesty, the specific reasons for deliberate breaches of academic integrity requirements mainly remain elusive. Hayes and Kyobe (2020) experimentally illustrate the prevalence of online academic dishonesty, linking it to elements such as personality, cognition, and teaching methods, notwithstanding the broader insights provided by social philosophy. To effectively combat plagiarism with AI tools such as ChatGPT, it is crucial to first understand the foundational principles of ChatGPT and artificial intelligence (Chan & Tsi, 2023). Striepe and colleagues In 2023, researchers recommend measures for educational institutions to guarantee the ethical utilization of ChatGPT, which encompass the formulation of explicit policies and procedures, provision of support, and implementation of diverse instruments to identify and deter academic dishonesty. They assert that by proactively and ethically addressing these matters, universities can adeptly manage the benefits and problems posed by AI in higher education.

The ethical and responsible utilization of ChatGPT in educational settings is a challenging topic requiring a sophisticated, multidisciplinary approach. Recent studies discuss the importance of responsible and ethical AI utilization in education, emphasizing issues such as privacy, bias, and the potential for AI to exacerbate the digital divide (Narayanan & Reddy, 2019). Incorporating ChatGPT in educational environments necessitates adherence to responsible and ethical practices to guarantee the technology is utilized securely, equitably, and with regard for all stakeholders:

students, educators, and others. Koops et al. (2021) emphasize that AI in education prompts essential inquiries regarding curriculum and pedagogy, the transforming role of the educator, and the wider social and ethical ramifications of the technology. Substantial concerns remain, especially with access and equity in education. There is an increasing recognition that the application of AI in education may profoundly transform the foundations of teaching and learning (Almeida & Aparício, 2020).

Google (2023) emphasizes that ethical writing is essential in education and research; nonetheless, academic dishonesty regrettably persists among undergraduate and graduate students. As a result, authored essays and articles are subjected to specific detection methods, with most academic institutions employing various technologies to combat plagiarism. Nonetheless, advanced AI presents a new avenue for innovative and significant forms of academic dishonesty that are intrinsically challenging to identify and far more difficult to substantiate.

Methodology

The survey was conducted in 10 engineering colleges of Hyderabad in 2025. The survey tool consisted of a questionnaire that included two sections. The first section includes 4 yes-no type of questions investigating knowledge of AI technology among teachers, while second part the survey consists of five yes-no type of questions investigating the impact of AI on humanity and education. The data present shows percentage. Using the descriptive analysis method, data was analyzed to examine it quantitatively. A percentage scale is used to analyze the data.

Analysis and Discussion

Prepared questionnaires were administered to the respondents of engineering colleges in Hyderabad. Practitioners responded to the questionnaires. 65% of the respondents were female, and 35% were male. The qualifications of the respondents ranged from M.A. and M.Phil. to PhD. The data was collected using Google Forms.

Table 1: Section A: Knowledge of AI Technologies among Teachers

No.	Questions	Yes	No
1	Are you familiar with AI tools in an education context?	85.5%	14.5%
2	Have you ever used AI tools in your academic work or teaching?	90.6%	9.4%
3	Are you aware of the ethics of AI in humanities education?	52.8%	47.2%
4	Do you think ethical consideration is important when using AI in academic work for both teacher & student?	68.2%	31.8%

Table 2: Section B: AI's Impact on Humanities & Education

No.	Questions	Yes	No

1	Do you agree with the statement of AI's potential impact on humanities education?	90.6%	9.4%
2	Do you believe that using AI tools in academic work generally enhances academic integrity?	41.5%	58.5%
3	Should students be required to disclose their use of AI tools in their academic work?	52.8%	47.2%
4	Have you received adequate training on how to ethically & effectively use AI tools in your teaching?	19.4%	88.6%
5	Are you satisfied with the current level of institutional support for integrating AI into your teaching practices?	68.2%	31.8%

Fig. 1: Knowledge of AI technologies among teachers

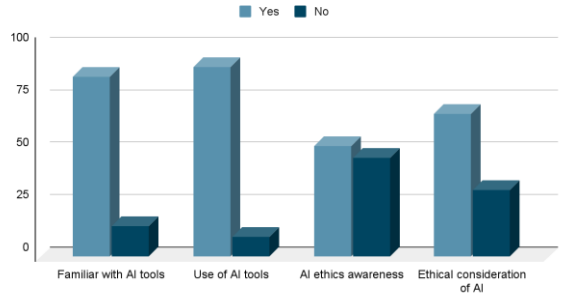

Fig. 2: AI's impact on humanities education

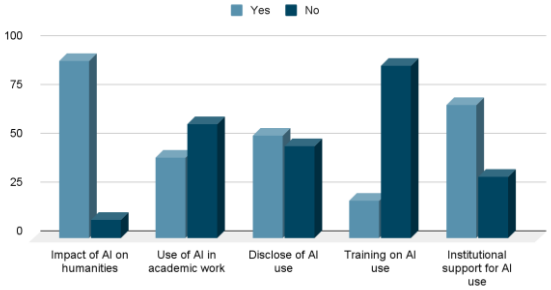

Table 1-figure 1 focuses on knowledge of AI technologies among teachers. Most teachers know about AI tools in education, but 14.5% do not. Overall, 90% of the teachers confirm the use of AI in their academic work or teaching. A noticeable gap is not seen in awareness of AI ethics in humanities education. The majority of the respondents are not aware of the importance of ethical consideration for the use of AI.

Table 2-figure 2 focuses on perceptions of AI impact on humanities and education. The findings reveal a strong inclination toward AI's potential impact on humanities education, as 50% of the respondents mutually agreed and disagreed about the use of AI tools to enhance academic integrity, while the majority believe that students should use AI in their academic work. Teachers' training on the ethical use of AI is relatively low, at only 11.4%. Similarly, institutional support for AI use in teaching practices is also relatively low at 31.8%.

Hence, the data highlights the strengths of teachers' use and familiarity with AI tools, as well as their awareness of AI's impact on humanities education and academic work. The majority of teachers have demonstrated a lack of awareness regarding AI ethics, its impact on academic work, the training they receive for AI use, and the institutional support available for using AI.

The information suggests that teachers are aware of AI use, but they are not sure of its ethical considerations in humanities education. Similarly, fewer teachers get training and institutional support for the use of AI.

These findings are important for teachers to significantly improve the ethics of AI in humanities education.

Pedagogical Strategies for Ethical AI Integration in Humanities Education

Humanities educators are implementing a variety of innovative teaching methods and strategies to address the challenges that AI poses, especially regarding academic integrity and the preservation of core skills.

Promote AI literacy and critical thinking: Educators have to teach students to use AI as a tool to enhance their learning and not replace it. To develop analytical skills, the students' learning is promoted for the critical evaluation of AI-generated content.

Support academic integrity: Because there are growing concerns about plagiarism, one has to think about it before generating content with AI. Teachers should develop clear guidelines to accept that AI distinguishes between help and deceit, expecting you to submit AI-generated work as your own. Hence, the teacher should allow students to implement the tools that are essential to detect AI-generated content and to maintain originality.

Address bias and ensure equity: AI also reflects societal biases that are present in its training data. It makes teachers responsible for raising awareness about biases in AI output, which encourages students to critically evaluate and question such content. This approach encourages students' involvement and fairness in the class.

Secure student privacy: To use an AI tool, collecting data is essential. The importance of privacy increases. Teachers need to be sure of students' use of AI applications, which protect data and ensure information is safeguarded. The key practices are related to transparency about data usage and obtaining informed consent.

Provide teacher training and support: To learn more about AI use in education, teachers require training. The focus of professional development programs needs to be on understanding the capabilities of AI, ethical considerations, and practical classroom applications. Such types of training help teachers to guide students in a proper way for AI use.

Develop clear AI usage policies: Developing clear policies for the use of AI in assessment and assignment support is essential to establish expectations. Such policies should be based on the acceptable use and determining its misuse, which provides transparency for an ethical learning environment.

Recommendations for Preserving the Human Element

Based on the comprehensive analysis, the following recommendations are proposed for fostering academic integrity, promoting critical thinking, ensuring equitable AI use, and preserving the irreplaceable human element in humanities education:

Emphasize the Teacher's Irreplaceable Role: Reinforce the teacher's unique value as a mentor, facilitator, and provider of emotional support, focusing on aspects of education that require human judgment and empathy.

Foster Human-to-Human Interaction: Prioritize learning experiences that involve peer instruction, peer reviews, small-group discussions, and collaborative projects, which cultivate essential human skills like interpersonal engagement and ethical decision-making.

Design for Subjective Interpretation and Empathy: Create assignments that demand subjective analysis, deep interpretation, and engagement with human emotion, morality, and intellectual struggle—areas where AI fundamentally lacks capacity.

Engage in Philosophical Discussions on AI's Impact on Humanity: Integrate discussions about AI's implications for human identity, creativity, authorship, and the very definition of knowledge and art. This transforms AI from a mere tool into a subject of profound humanistic inquiry.

Highlight the Value of Humanities Knowledge: Emphasize how profound knowledge of cultural heritage, critical thinking, and nuanced expression, cultivated in the humanities, makes individuals uniquely qualified to understand, guide, and effectively leverage AI.

CONCLUSION

The integration of AI into humanities education presents a complex and evolving landscape, characterized by both transformative potential and significant ethical challenges. While AI offers compelling benefits for personalized learning and administrative efficiency, its pervasive presence necessitates a critical reevaluation. This includes academic integrity, the cultivation of core humanistic skills, and a clear definition of originality.

Ultimately, a comprehensive code of conduct for humanities teachers must navigate these complexities by establishing clear ethical principles, advocating for robust AI literacy among both educators and students, and designing pedagogical approaches that actively promote critical thinking, intellectual independence, and authentic human expression.

Crucially, the human element remains irreplaceable. The unique value of human creativity, subjective experience, and critical interpretation in the humanities cannot be replicated by AI. Teachers, as mentors and facilitators, are essential in guiding students through these complex ethical and intellectual terrains, fostering the human skills of empathy, ethical decision-making, and critical inquiry. A principled code of conduct will empower humanities educators to not only uphold academic standards but also to cultivate a generation of discerning, ethical, and critically

engaged citizens capable of navigating the complexities of the AI era.

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