EERA
EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION

UNIVERSITY OF BELGRADE

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Theme: Charting the Way Forward: Education, Research, Potentials and Perspectives

# Awareness Raising Sessions (ARS)

## Lessons learned from the experience

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ETHITECH

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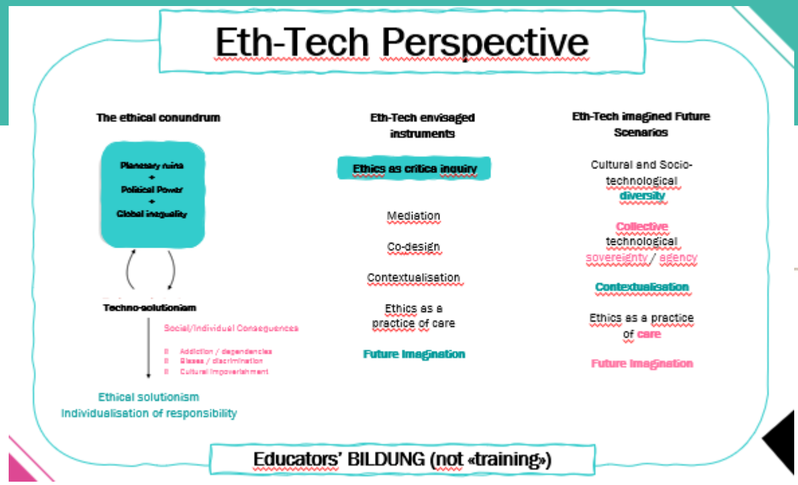
How could we possibly trigger awareness about ethics and IA and, at the same time, generate spaces that are transformational for the participants?

# Methodological approach

Interventions designed to explore meaning making, feelings, tensions and dilemmas blocking or nurturing human activity towards agency and transformation in relation with AI and ethics.

- Idea of human activity (historic-cultural theory (Engeström, 2015; Sannino et al., 2016)
- Expansive learning theory (Daniels et al., 2007)
- Futures' Imagination (Ross, 2023)

# Transformative approach




**Ethics' information**

**Resources for reflection/ emotional exploration**

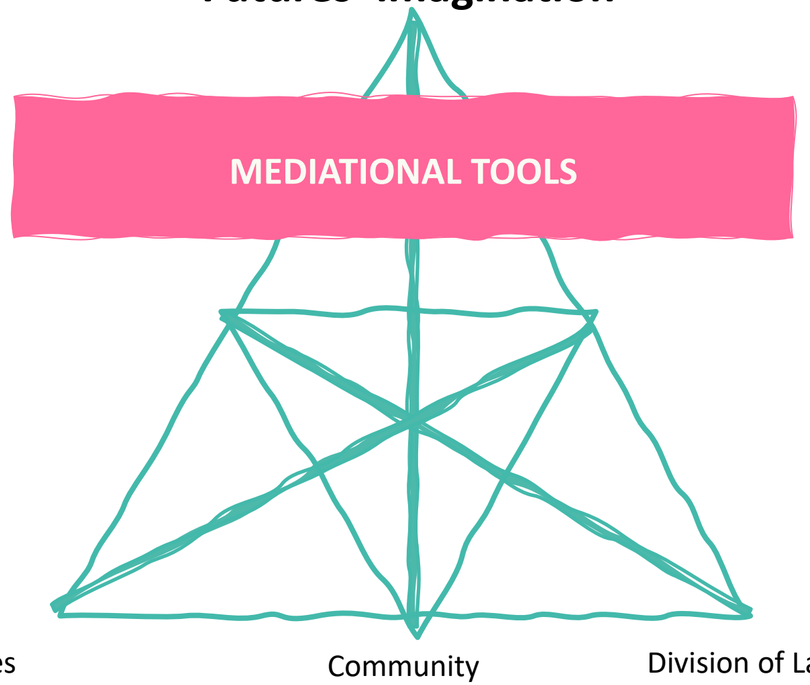
**Futures' imagination**

**Stakeholders**

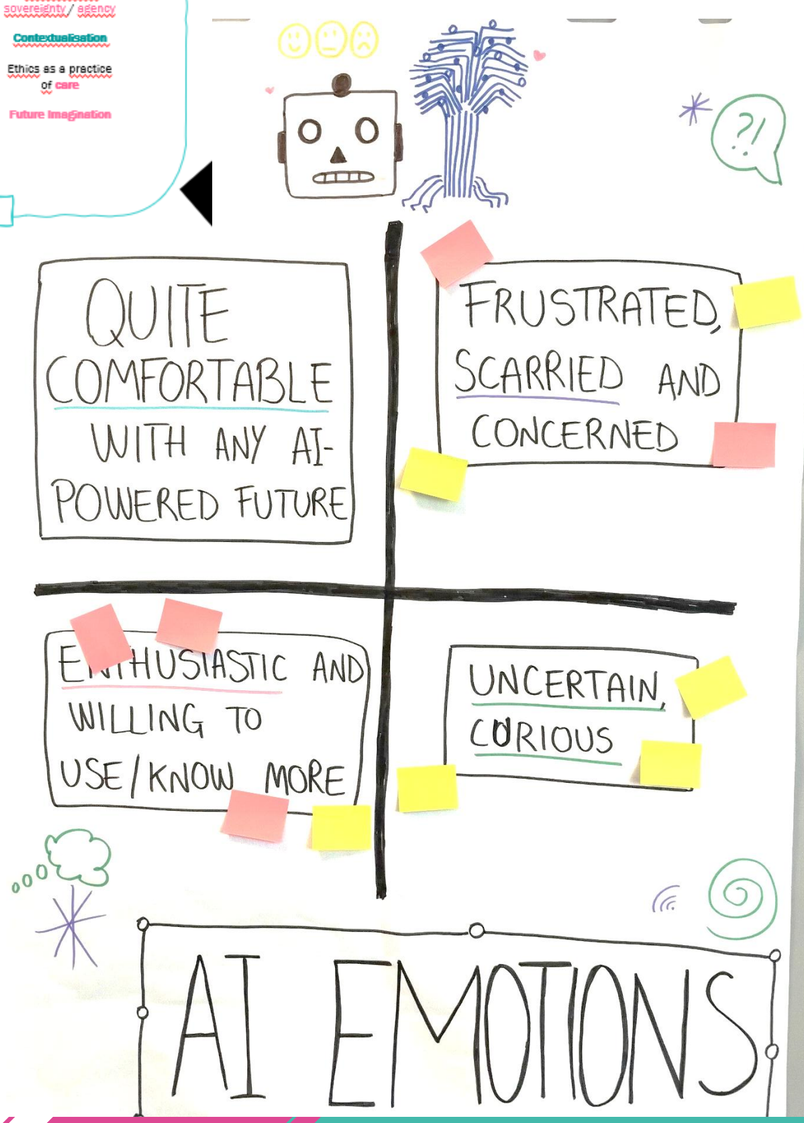
**Teachers**

**Prospective**

**Educators**




**An ethical educational practice around AI in Education**



# Characteristics of the experiences undertaken

We conducted two experiences in the four countries

**1**

- Teachers and educators’s perspective
- Teaching plans and Syllabi of  Ed university degrees in
- UE ethical guidelines, analysis and debate

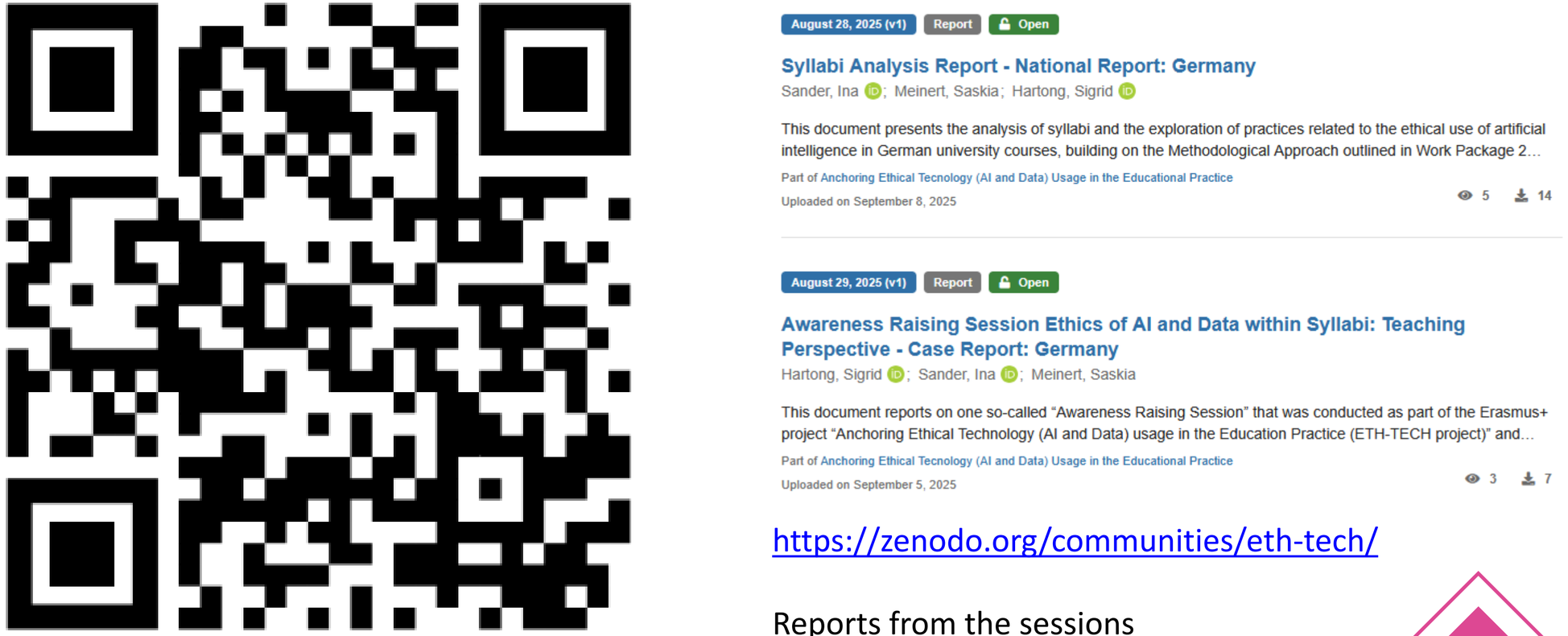
EXPERIENCE ON AI – OPINION ON AI IN PRACTICE – EMOTIONS ABOUT AI
CONTEXTUALIZATION OF AI – FUTURES' IMAGINATION

**2**

- University students of degrees linked with education
- Teaching and learning practices and case studies
- UE ethical guidelines, analysis and debate

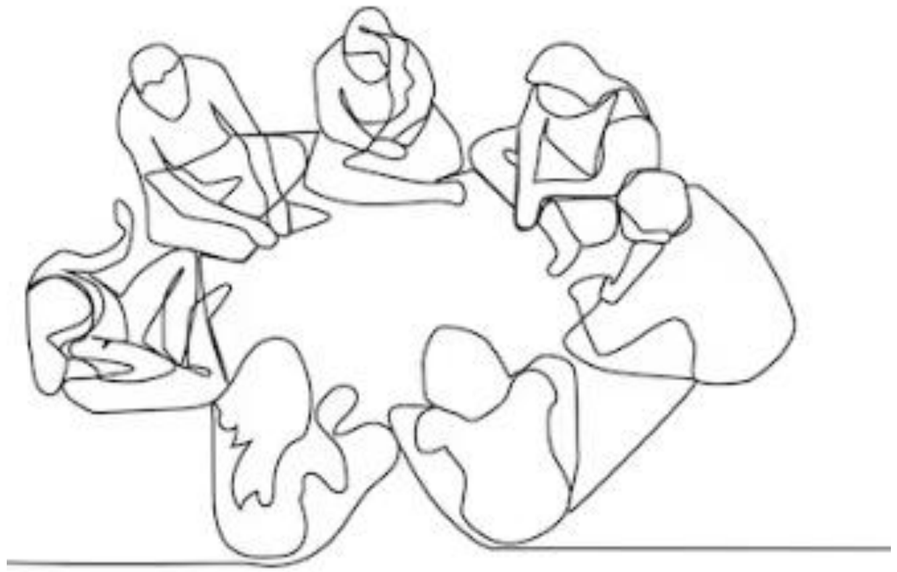
# Find more about the ETH-TECH Awareness Raising Sessions

Stories – EthTech Website




https://zenodo.org/communities/eth-tech/

Reports from the sessions



# About Barcelona's experience

Hybrid format (2 online, 4 in person – 3 women and 3 men).

Faculty members involved in teaching digital technology courses in the Faculty of Education.

## Session organization

- Short theoretical introduction to frame the conversation
- Analysis of their teaching plans and Syllabi
- Shared digital document for collaborative note-taking

## Engagement strategies

- Individual reflection
- Small-group dialogue
- Plenary exchanges

# Work method and materials

Short theoretical introduction to frame the conversation

- Small-group dialogue
- Plenary exchanges



Analysis of their teaching plans and Syllabi

- Individual reflection
- Plenary exchanges

# Principal findings and conclusions

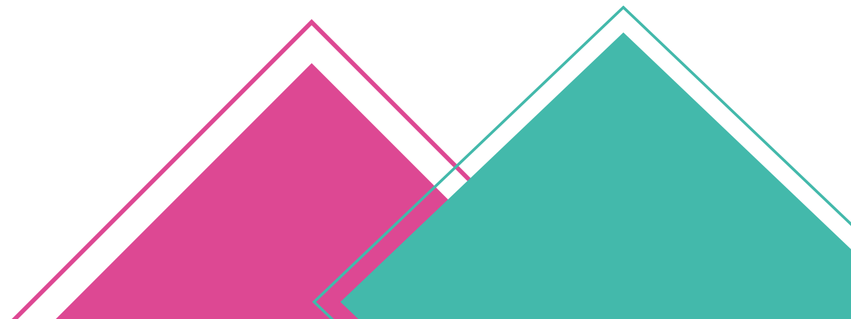
Challenges identified

- reliance on proprietary software
- lack of teacher training on both technical and ethical aspects of AI
- institutional pressures to adopt digital tools under a poorly defined notion of innovation

Examples: plagiarism detection tools, accessibility for students with disabilities, ChatGPT.

Potencial actions to addressed them

- Shifted from “concern” to “occupation”.
- Institutional commitment, training, and resource allocation to support this integration.
- Time and special spaces to think individually and collectively.



# Findings from the educators' groups

| Country | Main Ethical Guidelines Selected | Key Concerns | Potential Future Actions | Hardest Dimension to Integrate |
|---|---|---|---|---|
| **Germany** | Human agency and oversight<br>Transparency | Discrepancy between handbooks and practices<br>Need for top-down curriculum reform | Bridge gap between handbooks and practices<br>Examine university approaches to enable AI ethics integration | Accountability and Technical robustness and safety |
| **Spain** | Accountability seen as most difficult | Disconnect between frameworks and practice<br>Lack of AI system transparency<br>Politics of proprietary tech adoption | Institutional support<br>Teacher training<br>Participatory governance for addressing AI ethics | Accountability |
| **Italy** | Transparency<br>Privacy and Data Governance | Lack of digital ethics in curricula<br>Divide between admin needs and pedagogy<br>Lack of critical tech pedagogy in teacher training | Curriculum redesign<br>Case studies/scenarios<br>Interdisciplinary collaboration<br>Contextualized approaches for critical reflection | Accountability<br>Technical Robustness and Security |
| **Romania** | Human Agency and Oversight easiest to integrate | Student overreliance on AI<br>Lack of transparency in AI usage<br>Linguistic barriers<br>Unequal access to tech | Guidance for interpreting AI outputs<br>Open discussions on responsible AI use<br>Promote 'data hygiene'<br>Inclusive learning environments | Privacy and Data Governance |

# Findings from the students groups

| Country | Setting & Participants | Most Impactful Cases | Emotional Climate | Vision of Ethical Practice |
|---|---|---|---|---|
| **Germany** | Embedded in a BA course on AI's societal implications (17 students, Helmut-Schmidt-University Hamburg) | Case F (emotional data tracking), Case D (peer-led AI use without teacher awareness) | Optimistic tone; enthusiasm and hopefulness; concern over surveillance and accountability | Emphasis on human oversight, teacher mediation; EU guidelines seen as helpful but too superficial; questioned who is accountable when AI goes wrong |
| **Romania** | Three sessions with 42 psychology and education science students (Babeș-Bolyai University) | AI-supported learning, automated grading, student profiling, bias in facial recognition and stereotypes | Gratitude, concern, worry about cognitive erosion; strong critical engagement with dilemmas | Personalized, transparent, and guided AI use; need for informed consent, fairness, privacy, and human oversight; education must resist data-driven reductionism |
| **Italy** | Two sessions (face-to-face and hybrid) with 23 educators and students (University of Padua) | Case D (ChatGPT use in coursework with tacit teacher approval) | Negative emotions: guilt, anxiety, bitterness; recognition of simulated learning and teacher disengagement | Advocated for co-responsibility, dialogic agreements, and transparency; ethics must be participatory, grounded in teacher-student relations; EU guidelines criticized as context-poor |
| **Spain** | Workshop within Master's practicum for 18 future teachers (University of Barcelona) | Automated grading, facial recognition, profiling of minors | Fascination, gratitude, discomfort, mistrust; highlighted lived tension between reliance on AI and institutional silence | Emphasized pedagogically contextualized, inclusive AI; called for transparency, equity, institutional support; ethics must be embedded in pedagogy, not external rules |

# Conclusions

Key concerns

Lack of transparency in AI systems

Need for human oversight

Insufficient institutional support

Misalignment between syllabi and actual practices, and overreliance on opaque technologies.

Participants emphasized the importance of human agency, accountability, and critical pedagogy, while criticizing EU ethical guidelines for being abstract and disconnected from local contexts.

Potencial actions identified for educators and students

- Curriculum reform,
- Teacher training,
- Institutional support,
- Developing practical pedagogical approaches

Thank you!

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