REVISTA INVECOM
ISSN en línea: 2739-0063

# Ethical implications of generative artificial intelligence in higher education: a systematic review

*Implicaciones éticas de la inteligencia artificial generativa en la educación superior: una revisión sistemática*

**Received:** 05/05/2025 - **Accepted:** 02/08/2025

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## Abstract

The main objective of this systematic review article is to analyze and synthesize the current scientific evidence on the impact, benefits, and challenges of generative artificial intelligence (GenAI) in higher education and its ethical implications. In this systematic review, studies from 2023-2025 were examined in journals indexed in databases such as SciELO, Dialnet, Scopus, and others. The findings focus on ethical training, institutional challenges, lack of regulatory frameworks, perception of the university community, and emerging ethical risks. The imperative need to integrate ethics and literacy in GenIA into curricula for responsible use is emphasized, thus fostering critical thinking and avoiding cognitive dependence. In short, the integration of GenAI into higher education requires a strategic response from universities, including comprehensive ethics and preparing future generations for a world transformed by AI.

**Keywords**: generative artificial intelligence, ethics, higher education

## Resumen

El presente artículo de revisión sistemática tiene como principal objetivo, analizar y sintetizar la evidencia científica actualizada sobre el impacto, beneficios y desafíos de la inteligencia artificial generativa (IAGen) en la educación superior y sus implicancias éticas. En esta revisión sistemática, se inspeccionó estudios de los años 2023-2025, en revistas indizadas en bases de datos como SciELO, Dialnet, Scopus, y otras. Los hallazgos se centran en la formación ética, desafíos institucionales, carencia de marcos regulatorios, percepción de la comunidad universitaria y riesgos éticos emergentes. Se enfatiza la necesidad imperativa de integrar la ética y la

alfabetización en IAGen en los currículos para un uso responsable, fomentando así el pensamiento crítico y evitando la dependencia cognitiva. En suma, la integración de la IAGen a la educación superior implica una respuesta estratégica de parte de las universidades, que incluya la ética integral y que prepare a las futuras generaciones en un mundo transformado por la IA.

**Palabras clave**: inteligencia artificial generativa, ética, educación superior

## Introduction

The emergence of artificial intelligence (AI), particularly generative artificial intelligence (GenAI), has radically transformed the landscape of higher education in recent years. AI models such as ChatGPT, Gemini, and other automated content generation tools have rapidly evolved, leading to widespread adoption among students and faculty at universities worldwide. This trend addresses the need for personalized learning, optimizing educational management, and enriching formative experiences in a context characterized by the digitization and globalization of knowledge (Silgado-Tuñón et al., 2025; Soriano et al., 2025; García, 2024). These capabilities contribute to a truly inclusive education that is student-centered and efficient in every sense, particularly valued in contexts of high demographic, economic, and social diversity, as well as limited resources (Muirragui Irrazabal et al., 2025).

The ethical implications of GenAI in higher education have been explored from various perspectives, including ethical training and AI literacy. García-Peñalvo et al. (2025) assert that students must be prepared to confront non-existent dilemmas and develop the critical thinking necessary for future adaptation. By receiving specific training in GenAI, students enhance both their knowledge and critical capacity (Romeu et al., 2025). For this reason, AI literacy is a paramount task and an ethical challenge for today's universities (Pérezchica et al., 2024).

Regarding academic integrity and plagiarism risks, some studies suggest that the advent of GenAI in academia has generated novel forms of academic dishonesty, complicating evaluation as it was previously understood (Carranza et al., 2024). Furthermore, Hernández et al. (2024) indicate that the more students utilize AI to produce their work, the more challenging it becomes to ascertain actual authorship and the reliability of the evaluative process. Therefore, it is anticipated that the academic integrity of all educational agents in universities will be reinforced through clear policies and ethical training in the use of AI (Guamán, 2025). Recent evidence suggests that universities require institutional norms or policies, as well as regulatory frameworks. It has been noted that there are normative gaps or a lack of institutional policies regulating GenAI and its use in academia (Gásquez et al., 2023). Thus, legal and ethical consensus is required for its regulation and oversight (OEI, 2025), as these frameworks are either nascent or, in some cases, non-existent (UNESCO, 2024).

A considerable number of studies document student and faculty perceptions regarding the use of GenAI in universities. While students view GenAI as a "useful tool," they are aware that they may eventually become accustomed to "not thinking" and suffer a loss of critical skills (Camacho et al., 2025; Alpizar et al., 2024). They even feel that they are more advanced in this area compared to their instructors, asserting that there is a low or nonexistent level of preparation among faculty, which would hinder their ability to provide clear guidance on its use (Sánchez et al., 2025; Hernández and Chávez, 2025).

A review of the academic literature indicates an urgent need to address concerns raised by experts in ethical, social, and technical matters. As Gallent-Torres et al. (2023) argue, if this adoption is conscious and ethical, it could strengthen what is termed pedagogical innovation, thereby improving the teaching-learning process in universities. It is essential to leverage GenAI to personalize learning while reflecting on its risks and limitations (Alonso-Rodríguez, 2024), as it not only opens opportunities but also necessitates a redefinition of the teaching role (Soto, 2025).

There is also a growing concern regarding privacy, equity, and social responsibility in the use of GenAI. The widespread use of AI in education poses serious challenges, such as "data privacy and protection of students' digital identities" (Ramírez and Herrera, 2024). Bolaño (2024) proposes a deeper investigation into equity regarding the use and access to GenAI to avoid social gaps and to proactively address potential negative impacts on society and professional training (Santos et al., 2025).

In conclusion, this systematic review aims to analyze and synthesize the most recent scientific evidence regarding the impact, benefits, challenges, and recommendations for integrating AI into higher education. This endeavor seeks to broaden the perspective on GenAI usage in higher education, providing updated and rigorously selected information to develop innovative and clear ethical practices within higher educational institutions.

## Methodology

For the preparation of this work, PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) was chosen as a systematic review of the existing literature to identify, analyze, and summarize the most current scientific information regarding ethics in the context of higher education and the practical use of generative artificial intelligence (Page et al., 2020). It is important to highlight the relevance of reviews of this nature, as they provide an updated, critical, and comprehensive overview of the current state of knowledge in various professional areas and their recent incorporation of generative artificial intelligence, expectations, normative gaps, and the challenges faced, particularly identifying solid theoretical foundations (Silgado-Tuñón and López-Flores, 2025).

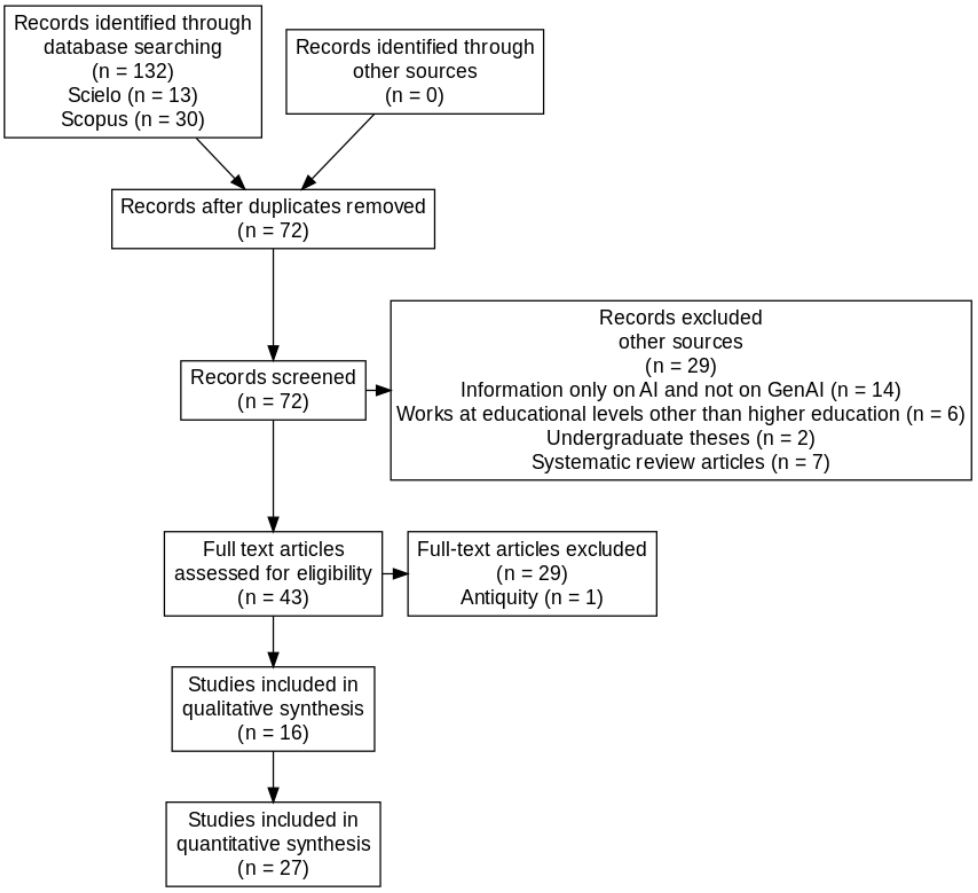
The process began with a comprehensive search in academic databases such as Scopus, Web of Science, ERIC, and Google Scholar, among others. Boolean operators were employed for the search of keywords, which included “Generative Artificial Intelligence” OR “Generative AI” OR “LLM” OR “Academic Integrity” OR “Higher Education” OR “University Students” OR “Ethical Implications” OR “Student Formation.” These were adapted to each mentioned database, applying the recommendations for systematic searches of information sources (Booth et al., 2021). The search and selection process was conducted independently by the researchers, with any discrepancies resolved by consensus or the intervention of an external reviewer to ensure objectivity (Liberati et al., 2009).

In terms of inclusion criteria, articles published between 2020 and 2025 were sought, focusing primarily on studies in English and Spanish, as well as peer-reviewed publications (articles, reviews, technical reports) that explicitly focused on generative artificial intelligence, including ChatGPT, Gemini, etc., in higher education contexts and discussions of ethical aspects related to higher education training. Exclusion criteria identified studies focused on non-generative AI, works centered on educational levels other than higher education, as well as thesis reports and systematic review articles.

For this stage, a data extraction matrix was developed, including author(s), year of publication, country of study, ethical aspects studied, educational level of training, implications for university student formation, research design, methodology used, higher education population, and key findings in a synthetic manner.

In the synthesis phase, thematic similarities were first identified, followed by discrepancies among them. Subsequently, the analysis of the data gathered in the previous phase was conducted, identifying coincidences, patterns, and some related themes that were not addressed in those studies. Finally, general conclusions were drawn, emphasizing the implications of generative artificial intelligence in higher education and highlighting valuable recommendations for future research (Codina, 2018).

**Figure 1**
*PRISMA diagram*




## Results and discussion

The findings from this review demonstrate that the recent integration of generative artificial intelligence (GenAI) in higher education represents not only a response to the demand for technological innovation but also highlights the necessity for comprehensive and democratic measures to address the ethical and organizational challenges faced by universities. Ethics emerges as a central theme within the university context, essential for managing the conflicts associated with the arrival of GenAI. Thus, it becomes imperative to train students in ethical issues that empower them to be responsible agents in its use, thereby promoting a culture of critical self-reflection (Liu et al., 2023).

The imminent arrival of generative artificial intelligence in higher education has sparked academic and regulatory discussions in recent years, resulting in a significant number of studies, institutional reports, and documents from international organizations published between 2023 and 2025 on the topic. An analysis of over 40 current references has allowed for the identification of trends and proposals revolving around five categories: ethical training, institutional challenges, nonexistent regulatory frameworks, perceptions of the university community, and, most importantly, emerging ethical risks, which are outlined below.

First, there is a growing consensus regarding the urgent need to integrate ethics into curricula to ensure responsible use of GenAI. Escalona and Paredes-Abreu (2025) reveal a significant difference in ethical awareness in their study involving faculty, researchers, and students. Faculty and researchers exhibited a greater awareness, while students, particularly undergraduates, displayed lower levels, likely due to less exposure to structured ethical training. Similarly, Matos et al. (2024) emphasize that the training of faculty researchers is still in its early stages, underscoring the need for solid ethical education to achieve a deeper understanding of human-AI relationships.

Regarding ethical training, the reviewed literature agrees that it constitutes the foundational pillar for responsible use of GenAI in higher education (García-Peñalvo et al., 2025; Sánchez et al., 2024; Liu et al., 2023; Camacho et al., 2025; Gásquez et al., 2023). There is a widespread consensus on the necessity of incorporating ethics and critical reflection into curricula and faculty training, encouraging the analysis of practical case studies

(Romeu et al., 2025; Silgado-Tuñón and López-Flores, 2025; Vega-Reinel, 2025). In this vein, international organizations such as the OEI (2025) and Liu et al. (2023) highlight that not only is digital literacy necessary, but it must also be coupled with ethical training to address challenges related to automation, privacy, and equity in the use of GenAI. Furthermore, given the need to continuously update educational content to adapt to rapid technological advancements, the literature emphasizes the importance of multidisciplinary approaches in its development (García et al., 2025; Vera, 2024).

When it comes to institutional challenges, these revolve around updating infrastructure, managing organizational change, and adapting internal protocols at all levels (Silgado-Tuñón and López-Flores, 2025; Sánchez et al., 2025; OEI, 2025). Various studies indicate that many universities still lack clear policies for data management, privacy protection, and the prevention of new forms of plagiarism or academic dishonesty facilitated by GenAI (Gallent et al., 2023; Guamán, 2025; Soriano et al., 2025; Hernández et al., 2024). The literature emphasizes the importance of continuous faculty training and the creation of spaces for ethical deliberation and regulatory updates, as affirmed by studies conducted by Párraga et al. (2024), Vivas and Ruiz (2024), and Díaz et al. (2024). Reports from the OEI (2025) recommend periodic audits of AI's impact and the development of specific codes of conduct for each university group.

Given the absence of clear and specific regulatory frameworks, as noted by García-Peñalvo et al. (2025) and González-Fernández (2025), addressing this gap is an urgent necessity in higher education (OEI, 2025; Liu et al., 2023; Benavides et al., 2025). Additionally, the OEI (2025) recommends that universities adapt international regulations to establish ethical codes, usage protocols, and policies concerning transparency, privacy, and equity. However, Bravo et al. (2023) and UNESCO (2024) warn that the practical implementation of these frameworks faces tangible challenges. In the same vein, González et al. (2025) argue that coherence between regulation and everyday practice is essential, as well as the effective participation of the educational community in their development.

Studies on the university community's perceptions of GenAI, such as those by Sánchez et al. (2025) and García (2024), indicate that students perceive it ambivalently, with their stance evolving as their training and direct experience with these tools increase (Vega-Reinel, 2025; González, 2024). Additionally, Scavone (2024) acknowledges GenAI's potential to personalize learning, facilitate assessment, and optimize academic management. Nevertheless, as Romeu et al. (2025) caution, concerns persist regarding reliability, equitable access, and the latent risk of displacing human functions (Borja, 2025). Similarly, Santos et al. (2025) demonstrate that specific training in GenAI enhances critical attitudes and ethical discernment, underscoring the need to accompany technological innovation with constant spaces for reflection and dialogue, as evidenced by studies from García-Peñalvo et al. (2025) and Hernández et al. (2024). Yusuf et al. (2024) highlight that students express concerns about excessive reliance on GenAI tools, fearing that it may hinder not only their professional and personal growth but also that of their instructors.

## Conclusions

Currently, generative artificial intelligence (GenAI) has arrived to change everything. From the creation of original content to the ongoing debate regarding whether everything produced since its advent qualifies as original authorship, this emergence of GenAI in higher education has profoundly transformed the landscape. It presents two fundamental aspects simultaneously: unprecedented opportunities and, alongside them, complicated ethical challenges. This systematic review, based on a rigorous analysis of the existing literature published between 2023 and 2025, confirms that the effective and, above all, responsible integration of GenAI in universities requires a multifaceted study that transcends the boundaries of a purely technological approach.

This systematic review has uncovered findings that converge on the necessity of training the entire academic community in the ethical use of GenAI. Evidence indicates that literacy in GenAI, imbued with critical and conscious nuances, is not only desirable but essential to equip students and faculty with the competencies needed to confront the challenges arising from its use. The proposed training must be sustainable, allowing for transversal integration into curricular frameworks and promoting critical thinking regarding the capabilities and limitations of GenAI, with the goal of avoiding a dependency that undermines students' cognitive autonomy.

Therefore, it is recommended to consider the following:

At the institutional level, it is confirmed that universities face the unavoidable challenge of updating their policies and operational frameworks. The absence of clear policies in areas such as data management, academic integrity, and plagiarism prevention—issues that have historically plagued higher education—now necessitates the urgent establishment of appropriate guidelines to ensure an equitable and ethically sound educational environment. It is pertinent to note that sustained faculty training, through the creation of debate spaces and forums

for exchanging experiences, is crucial for effective and progressive change management. This would ensure that generative artificial intelligence is used as a complement rather than a substitute for the teaching-learning process.

The lack of clear policies and regulations specifically governing the use of GenAI in higher education institutions represents a significant gap that must be urgently addressed. Currently, there are already recommendations from international organizations that have not been practically implemented in the university context, which remains nascent. Therefore, the involvement of all stakeholders is required. For instance, developing ethical codes, usage protocols, and transparency and privacy policies is fundamental to ensuring equitable access and mitigating the risks that arise from the use of GenAI tools.

Regarding the perception of the academic community, a review of the literature reveals both positive and negative assessments of GenAI. This duality is characterized by recognizing the high potential of GenAI for optimizing learning and individualizing the educational experience, while also expressing real concerns about reliability, equitable access, and the risk of losing essential human competencies in academic training. This dichotomy underscores the importance of transparent communication and specific training that enhances critical attitudes and ethical discernment of information, addressing inequalities in preparedness among students and faculty.

Finally, this review has facilitated the identification of a series of emerging risks related to the ethical implications in higher education that were initially concerning regarding academic integrity, such as plagiarism and academic dishonesty. Issues related to data privacy, equity in access to these technologies, and the potential for outcomes influenced by algorithmic bias, which in turn may exacerbate other problems like prejudice or fallacies, as well as dependence that can inhibit critical thinking and the risk of becoming "automated," are aspects that require ongoing research and modifications to established norms to provide ethical and democratic solutions that benefit all in the educational context. Special attention is warranted regarding social responsibility and the use of GenAI in higher education, as it implies ensuring that technological innovation contributes to the holistic development of future professionals and their contribution to the common good.

In conclusion, the integration of GenAI in higher education is a current and pressing phenomenon in our educational reality and thus demands a strategic response as well as comprehensive ethics. Universities have not only the opportunity but also the responsibility to lead this process—not only by adopting technology or making it accessible but also by cultivating a culture of critical, responsible, and ethically informed use that primarily prepares future generations of professionals to face a world transformed by artificial intelligence.

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