CENTRAL GLOBAL UNIVERSITY

Development of a Proposed Ethical Framework for Practical Use and Misuse of Generative Artificial Intelligence (GenAI) in Education and Social Sciences Grounded in the Human-Centered AI (HCAI) Framework

A Dissertation Presented to the Faculty of the Central Global University, Georgia
In Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in Social Sciences

Almighty Cortezo Tabuena
Student ID No.: CGUDPSS2390
Central Global University
Georgia

Date of Submission: 03 April 2026

Recommended Citation:
Tabuena, A. C. (2026). *Development of a Proposed Ethical Framework for Practical Use and Misuse of Generative Artificial Intelligence (GenAI) in Education and Social Sciences Grounded in the Human-Centered AI (HCAI) Framework* [Doctorate Dissertation, Central Global University]. Central Global University Journal. https://journals.centralglobaluniversity.org/

CENTRAL GLOBAL UNIVERSITY

TABLE OF CONTENTS

CENTRAL GLOBAL UNIVERSITY

Development of a Proposed Ethical Framework for Practical Use and Misuse of Generative Artificial Intelligence (GenAI) in Education and Social Sciences Grounded in the Human-Centered AI (HCAI) Framework

Almighty Cortezo Tabuena
Doctor of Philosophy in Social Sciences
Central Global University, Georgia
Email: almighty.tabuena@gmail.com

Abstract

The rapid proliferation of Generative Artificial Intelligence (GenAI) has fundamentally altered pedagogical and research landscapes, particularly within the social sciences. While offering transformative potential for personalized education and complex data synthesis, the integration of Large Language Models (LLMs) introduces critical risks of misuse, including data privacy breaches, the amplification of systemic algorithmic bias, and the erosion of academic integrity. This study, following the four-stage mixed-methods methodology, focuses on the development of a proposed ethical framework specifically tailored for a particular college within a university's arts and sciences disciplines encompassing the programs of Communication, Psychology, Social Work, and Education. Crucially, this research is uniquely grounded in the Human-Centered AI (HCAI) framework, which posits that technological systems must amplify and empower human agency rather than replace it. The research employs a systematic literature review and gap analysis to highlight the absence of disciplinary granularity in global AI policies, framing AI as a human-governed "super-tool" rather than an independent decision-maker. The resulting framework provides actionable protocols across four key pillars: strict data governance, proactive bias auditing, standardized authorship rubrics, and continuous professional adaptation. A contextualized case study demonstrates the framework's independent

CENTRAL GLOBAL UNIVERSITY

application within each department, illustrating how "practical use" can be maximized—such as AI-assisted clinical simulations—while establishing defensive perimeters against "misuse" through mandatory human-in-the-loop verification. This research contributes to the field by providing a scalable roadmap for academic institutions to harness AI as a catalyst for equitable learning and rigorous social science inquiry without compromising human-centric values and critical oversight.

Keywords: Academic Integrity, Algorithmic Bias, Data Governance, Ethics in Education, Generative AI, Human-Centered AI, Social Sciences

CENTRAL GLOBAL UNIVERSITY

INTRODUCTION

Rationale

The integration of Generative Artificial Intelligence (GenAI) into higher education has transitioned from a peripheral technological update to a fundamental shift in pedagogical and research paradigms. This evolution necessitates a profound re-evaluation of how knowledge is produced and disseminated, moving beyond simple tool adoption toward a total reimagining of the classroom. Within the specific ecosystem of a particular college within a university's arts and sciences disciplines, the rationale for establishing a comprehensive ethical framework is rooted in the high-stakes, human-centric nature of its core disciplines, where the margin for error is thin and the impact on society is direct.

The urgency for an ethical framework is underscored by the explosive growth of Artificial Intelligence in Higher Education (AI-HE). Bibliometric analysis of Scopus-indexed documents reveals that research output in this field has increased by over 42,450% between 2000 and 2023 (Ajibade et al., 2025b). This rapid proliferation necessitates localized governance to manage the transition from general experimentation to institutional integration. Moreover, the necessity of an ethical AI framework is further justified by the global shift toward the Sustainable Development Goals (SDGs). As modern business practices increasingly integrate sustainability into corporate marketing through technology-driven strategies, higher education must align its pedagogical frameworks to foster long-term brand trust and stakeholder engagement (Patil et al., 2025). In addition, the necessity of an ethical framework is underscored by the transition toward the Sixth Industrial Revolution (IR 6.0). Scoping reviews of AI integration in culture and arts education highlight that IR 6.0 demands a shift

CENTRAL GLOBAL UNIVERSITY

toward blended learning, interdisciplinary approaches, and sustainability to prepare learners for a rapidly evolving digital society (Tabuena, 2025a).

The Disciplinary Stakes

Fields such as Education, Psychology, and Social Work are not merely academic pursuits; they serve as vital conduits for human development, mental health, and social welfare. Similarly, the field of Communication dictates the flow of public discourse and the integrity of shared information. Because these disciplines intervene directly in the lives of individuals and the fabric of communities, the introduction of AI is not a neutral act but a transformative force that requires careful governance to protect the vulnerable populations these professions serve.

The Productivity Paradox

The rapid adoption of Large Language Models (LLMs) has birthed a "productivity paradox" that complicates the academic landscape. On one hand, these tools offer unprecedented capabilities, such as synthesizing vast amounts of qualitative data and personalizing student learning pathways to meet diverse cognitive needs. However, these efficiencies are inextricably linked to significant risks; the propensity for LLMs to generate "hallucinations"—factually incorrect but confident-sounding outputs—or to propagate embedded algorithmic biases presents a clear danger. In a particular college within a university's arts and sciences disciplines context, these errors are not merely technical glitches but could translate into detrimental real-world social interventions, such as flawed pedagogical strategies or biased social assessments (Tutuncuoglu, 2024).

Risks of Unstructured Integration

Without a formal, structured framework, there is a significant risk that the "practical use" of AI will inadvertently slide into "misuse." This decay can manifest

CENTRAL GLOBAL UNIVERSITY

in several critical areas, including the erosion of critical thinking as students become overly reliant on automated outputs rather than rigorous analysis. Furthermore, the use of AI in sensitive contexts poses a threat to client confidentiality, particularly in social work simulations or psychological case studies where data privacy is paramount. Perhaps most concerning is the potential for AI to amplify systemic biases in psychological profiling or communication analytics, reinforcing existing societal inequalities under the guise of objective data.

A Defensive and Enabling Architecture

Consequently, this research is essential to provide a defensive yet enabling architecture that protects the sanctity of the academic mission. The institution can safeguard academic integrity amidst the adoption of emerging technologies by implementing a robust system of ethical guardrails. This framework acts as a proactive shield, ensuring that human-centric values—such as empathy, ethics, and critical inquiry—remain the primary drivers of academic inquiry rather than allowing technological momentum to dictate the future of the human sciences.

Literature Review

Current academic discourse reflects a growing and increasingly complex tension between the innovative affordances of AI and the preservation of its ethical boundaries. As GenAI permeates the university structure, scholars argue that we are witnessing a fundamental shift in the power dynamics of knowledge acquisition. Tutuncuoglu (2024) notes that while AI provides "unprecedented opportunities for personalized learning materials" that can adapt to individual student paces, it simultaneously raises significant alarms regarding data privacy and the rapidly changing role of the educator from a primary source of knowledge to a facilitator of automated systems. In the broader educational landscape, research by Vincent-Lancrin and Van der Vlies (2020) highlights that

CENTRAL GLOBAL UNIVERSITY

the "black box" nature of AI algorithms poses a pervasive threat to transparency. This lack of interpretability is particularly dangerous when AI is utilized for predictive analytics in student grading or behavioral monitoring, where opaque logic can lead to life-altering academic outcomes without a clear path for human appeal or explanation.

Human Agency and the Risk of Deskilling

The integration of AI into the classroom and the laboratory must be critically examined through the lens of human agency to ensure that technology serves as a partner rather than a replacement. Porayska-Pomsta et al. (2021) provide a vital distinction between "AI-directed learning," where the algorithm dictates the pedagogical path and limits the learner's choices, and "AI-assisted learning," where the human retains executive control over the process. They argue convincingly that a shift toward AI-directed systems inevitably leads to academic deskilling, a process where students and researchers lose the cognitive muscles required for deep inquiry, problem-solving, and independent thought. Higher education risks compromising its foundational rigor when the inherent "struggle" of learning is delegated to an algorithm, creating a future class of scholars who possess the technical skill to operate tools but lack the critical capacity to evaluate the information those tools generate.

Algorithmic Bias and Cultural Flattening

In the Social Sciences, where context and nuance are paramount, the literature emphasizes the profound danger of algorithmic bias embedded within Large Language Models. Jeon et al. (2024) argue that most generative models are trained on datasets that reflect predominantly Western-centric perspectives, historical prejudices, and specific linguistic patterns. When these models are applied to diverse sociological or communication studies, they can result in "cultural flattening"—the erasure of marginalized perspectives and the

CENTRAL GLOBAL UNIVERSITY

homogenization of complex social realities into a singular, biased narrative. This phenomenon does not merely produce errors; it actively reinforces systemic inequalities by presenting a "standardized" view of humanity that ignores the rich diversity of global social structures.

The Need for Disciplinary Granularity

These studies collectively suggest that while global guidelines and high-level AI ethics principles exist, they are often too generalized and abstract to address the specific ethical nuances of the social science disciplines. General frameworks often fail to provide the "on-the-ground" guidance needed for a psychologist handling sensitive patient data or a social worker navigating complex family dynamics. This gap necessitates a more granular framework—one that moves beyond broad platitudes to actively enforce human governance. Such a framework must ensure that AI remains a "super-tool" under the strict oversight of experts, protecting the integrity of academic inquiry against the risks of automation bias and cultural erasure.

Theoretical Framework: Grounding in Human-Centered AI (HCAI)

This study is theoretically anchored in the Human-Centered AI (HCAI) Framework pioneered by Ben Shneiderman (2020), further augmented by the global standards established in the UNESCO Recommendation on the Ethics of Artificial Intelligence (2022). Together, these frameworks provide a dual-layered foundation that addresses both the structural design of AI systems and the ethical imperatives necessary for their deployment in sensitive academic and social contexts.

The HCAI Paradigm: High Automation and High Control

The HCAI framework is far more than a simple philosophical stance; it represents a rigorous structural methodology that rejects the traditional binary

CENTRAL GLOBAL UNIVERSITY

assumption that increased automation must inevitably result in a loss of human agency. Instead, HCAI advocates for a sophisticated, two-dimensional paradigm where systems are engineered to achieve both high levels of computer automation and high levels of human control simultaneously. In the specific context of a particular college within a university's arts and sciences disciplines, this means positioning GenAI as an advanced "super-tool" rather than an autonomous agent capable of independent decision-making.

For instance, rather than allowing an AI to independently diagnose a case study in Psychology, the HCAI framework dictates a technical architecture where the AI rapidly collates potential symptomatic overlaps and cross-references vast databases (representing high automation), while the student or practitioner remains the one to make the final interpretive diagnosis based on empathy, clinical intuition, and lived experience (representing high human control). The proposed framework utilizes HCAI to guarantee that AI functions strictly as a "tool in the loop," institutionalizing human oversight as the definitive authority for all ethical and academic judgments rather than a mere secondary consideration.

UNESCO Principles and "Do No Harm"

In addition to the HCAI model, this research draws heavily from the UNESCO principles of "Proportionality and Do No Harm." These principles dictate that the integration of AI into the academic sphere must be strictly proportional to the legitimate educational or research aim pursued. It mandates that technological adoption must never be an end in itself, especially if it risks infringing upon the privacy, data rights, or fundamental dignity of the individual. This is particularly critical in disciplines like Social Work and Education, where the power imbalance between the observer (or the tool) and the subject is significant. Under this lens, the framework acts as a regulatory filter, ensuring that every AI application is screened for potential negative externalities before it is introduced into the curriculum or the lab.

CENTRAL GLOBAL UNIVERSITY

The Collaborative-Participatory Approach

Finally, the study incorporates a Collaborative-Participatory Approach, which posits that ethical frameworks are most resilient and effective when they are not merely imposed from the top down but are developed and refined by the actual stakeholders—the faculty and students—who engage with these tools daily. The framework evolves from abstract theory into a living document by incorporating the practical experiences and immediate, real-world concerns of its primary users. This participatory element ensures that the resulting guidelines are practical, culturally sensitive, and capable of evolving alongside the technology, fostering a community-wide sense of ownership over the ethical standards that govern their academic inquiry.

Statement of the Problem

Despite the increasing reliance on generative AI tools, there is a notable absence of a localized and actionable framework that addresses the specific ethical challenges faced by different college programs. While general institutional policies may exist, they often fail to distinguish between constructive "practical use" and the subtle forms of "misuse" that can occur in qualitative research and professional training. Consequently, the following problems are addressed:

1. Existing global AI guidelines lack the discipline-specific granularity required to manage the sensitive data and human-centric protocols inherent in Psychology and Social Work disciplines.
2. There is a critical gap in understanding how generative AI can be used to model social and communication patterns without reinforcing systemic algorithmic biases.
3. Faculty and students lack a standardized rubric to determine the boundaries of "original authorship" when utilizing AI-assisted research methodologies.

CENTRAL GLOBAL UNIVERSITY

4. There is an urgent need to define the evolving role of the academic professional in an environment where AI can simulate human-like analysis and content creation.

Research Questions

Given the gaps identified in the Statement of the Problem, this study seeks to address the following specific research questions:

1. How do existing global and institutional AI ethical guidelines fail to address the specific data sensitivity and human-centric protocols required in the professional practices of Psychology and Social Work disciplines?
2. In what ways can generative AI be utilized to model social and communication patterns while effectively identifying and mitigating systemic algorithmic biases that skew qualitative findings?
3. What specific criteria and rubrics can be established to define the boundaries of "original authorship" versus "AI-assisted generation" in academic research and creative outputs within a particular college within a university's arts and sciences disciplines?
4. How does the integration of generative AI redefine the competencies and ethical responsibilities of academic professionals in Education and the Social Sciences disciplines under the HCAI paradigm?
5. To what extent does the proposed ethical framework provide actionable and effective guidance for students and faculty when applied to independent departmental scenarios?

BACKGROUND: GENERATIVE AI IN ACADEMIA

The Technical Paradigm of Generative AI

The technical evolution of Generative Artificial Intelligence represents a transformative leap from traditional discriminative AI—which primarily focuses on

CENTRAL GLOBAL UNIVERSITY

classifying, labeling, or identifying patterns within existing data—to sophisticated systems capable of synthesizing entirely new content. This transition marks a shift from passive analysis to active creation, fundamentally altering the digital landscape. At its core, GenAI utilizes complex deep learning architectures, most notably Generative Adversarial Networks (GANs) and Transformer models, to identify and replicate the underlying probabilistic structures of massive, high-dimensional datasets. These architectures allow the technology to move beyond simple pattern recognition to high-fidelity content production across various media, including text, imagery, and code.

Probabilistic Prediction and the Mimicry of Creativity

As noted by Tutuncuoglu (2024), these systems function by calculating and predicting the next logical element in a sequence—whether that be a word in a sentence or a pixel in a frame. This probabilistic approach allows for the generation of sophisticated outputs that convincingly mimic human creativity and intellectual labor. These models learn to mirror the styles, tones, and structures of their source material by training on vast corpuses of human-generated information. However, this mimicry can be deceptive; while the output appears to be the result of a deliberate creative process, it is essentially the result of complex statistical associations and high-speed computational inference.

The Gap Between Syntax and Semantics

Interpreting this technical capability through the Human-Centered AI (HCAI) lens reveals a critical, fundamental limitation: Large Language Models (LLMs) possess remarkable syntactic mastery but almost entirely lack semantic comprehension and moral reasoning. They are experts at the "how" of language—the rules and structures that make a sentence sound correct—but they do not understand the "why" or the real-world implications of the claims they make. Because they do not possess a grounding in physical reality or ethical

CENTRAL GLOBAL UNIVERSITY

principles, they are prone to producing outputs that are logically sound yet factually or morally bankrupt.

The Imperative for Explainability

Furthermore, the logic behind specific AI-generated outputs often lacks transparency, functioning as a "black box" where the path from input to output is obscured by millions of hidden variables. This opacity necessitates a framework that prioritizes explainability and demands that a human remains the primary interpreter of the context behind the generated data. As Vincent-Lancrin and Van der Vlies (2020) argue, without a human "in the loop" to provide the necessary semantic and ethical oversight, the use of AI in high-stakes academic and social environments risks delegating critical judgment to a system that, while technically brilliant, is fundamentally devoid of understanding.

Practical Uses in Education and Social Sciences (An HCAI Perspective)

When aligned with HCAI principles, the practical application of GenAI functions not as a replacement for human intelligence, but as a powerful cognitive amplifier that enhances the specialized skills of the practitioner. In this paradigm, technology handles the computational heavy lifting, allowing the human to focus on higher-order synthesis and ethical judgment.

Adaptive Learning and Pedagogical Strategy

In the field of Education, GenAI is utilized to develop sophisticated adaptive learning environments that cater to the unique needs of a diverse student body. Here, the "practical use" involves an educator leveraging AI to rapidly draft multiple variations of a lesson plan or assessment, tailored to accommodate various learning speeds, linguistic backgrounds, or cognitive styles. The teacher is freed from repetitive tasks by automating this significant administrative and preparatory burden. However, as Porayska-Pomsta et al. (2021) emphasize, the

CENTRAL GLOBAL UNIVERSITY

educator remains the "pilot in the cockpit," retaining ultimate control over the pedagogical strategy, the selection of content, and the emotional support provided to the students, ensuring the technology serves the learning objective rather than dictating it.

Data Visualization and Cultural Empathy

In Social Work, AI tools serve a critical role by aggregating and analyzing massive datasets regarding socio-economic indicators, public health trends, and resource distribution within a community. The HCAI approach dictates a specific division of labor: the AI identifies complex patterns and visualizes this data to make it digestible and actionable. Yet, the human practitioner remains indispensable. The social worker must apply localized knowledge and deep cultural empathy to interpret these data visualizations, determining the actual intervention strategy. This prevents a "one-size-fits-all" automated response and ensures that social interventions are grounded in the lived realities and dignity of the individuals involved.

The Socratic Sparring Partner in Communication

In Communication programs, students utilize GenAI to reverse-engineer media campaigns and analyze the mechanics of persuasion. Students employ the AI as a "Socratic sparring partner" by prompting the system to simulate the reactions of specific demographic groups to various rhetorical strategies or framing techniques. This interactive process allows students to test their hypotheses in a low-stakes environment, prompting the AI to provide counter-arguments or alternative perspectives. In this scenario, the student is not a passive recipient of AI-generated content; instead, they are using the tool to sharpen their own analytical skills, refine their creative intuition, and develop a more nuanced understanding of how information influences public perception.

CENTRAL GLOBAL UNIVERSITY

Potential Misuses and Ethical Risks

The potential for misuse in Generative AI arises primarily when the core principles of the Human-Centered AI (HCAI) framework are violated—specifically, when high levels of computer automation are allowed to supersede human control and critical agency. When the technology transitions from a supportive "super-tool" to a primary decision-maker, the ethical guardrails of the institution are effectively dismantled, leading to several high-stakes vulnerabilities across the academic and professional spectrum.

Data Privacy and the Commodification of Vulnerability

The most immediate and pressing concern involves the integrity of Data Privacy, a cornerstone of practice in Psychology and Social Work. The "misuse" in this context occurs when practitioners or students input sensitive, identifiable case notes or session transcripts into public AI models to generate summaries or intervention plans. This constitutes a severe ethical breach, as it effectively transforms human vulnerability and confidential therapeutic interactions into commodified training data for corporate entities. Once these data points are ingested by a model, the "right to be forgotten" is virtually eliminated, creating a permanent digital footprint of sensitive information that was shared under the premise of total confidentiality.

Algorithmic Bias and the Reinforcement of Inequality

Furthermore, Algorithmic Bias remains a pervasive and systemic threat to social justice within the education and social sciences disciplines. Because Generative AI models are trained on vast historical datasets, they inevitably reflect and amplify the societal prejudices, racial biases, and gender stereotypes present in those sources (Jeon et al., 2024). Relying on an AI to autonomously evaluate the risk factors of a social work client or to perform psychological profiling is a dangerous misuse of the technology. Such systems may disproportionately

CENTRAL GLOBAL UNIVERSITY

penalize marginalized groups by interpreting historical socio-economic struggles as predictive metrics for future behavior, thereby automating and scaling discrimination under the guise of objective, data-driven analysis.

The Erosion of Academic Integrity and Agency

Lastly, the erosion of Academic Integrity occurs when the "productivity paradox" tips toward total dependency, leading students to farm out the essential "struggle" of cognitive processing to the algorithm. In the social sciences, the process of writing and reflection is not merely a means to an end; it is the primary method through which students develop empathy and critical thinking. When a student prompts an AI to compose a reflection paper or analyze a complex social theory, they are not collaborating with a tool—they are abdicating their academic agency. This bypasses the rigorous mental labor required to synthesize complex human experiences, ultimately undermining the fundamental purpose of the social science disciplines: to produce scholars capable of independent, nuanced, and ethical thought.

METHODOLOGY

The methodology for this study is structured into four distinct, interconnected phases designed to move from broad theoretical synthesis to specific, actionable institutional policy. The study ensures that the resulting framework is both academically grounded and practically applicable to the unique demands of the social sciences by utilizing a rigorous multi-stage approach.

Stage 1: Systematic Literature Review

The initial phase involves a rigorous Systematic Literature Review (SLR) aimed at synthesizing the current global discourse on generative AI ethics within the academic sphere. Following the comprehensive protocols outlined by

CENTRAL GLOBAL UNIVERSITY

Zawacki-Richter et al. (2019), this study identifies and analyzes a wide array of evidence, including existing global guidelines, peer-reviewed journals, and institutional white papers. The baseline ethical principles governing modern technology are established in this stage through an audit of foundational Human-Centered AI (HCAI) texts by Shneiderman (2020) and documentation from international regulatory bodies like UNESCO (2022). In the specific context of a particular college within a university's arts and sciences disciplines, this review extends to disciplinary-specific mandates, such as the American Psychological Association (APA) guidelines on digital data and the National Association of Social Workers (NASW) standards regarding technology in human services, ensuring the framework is aligned with professional licensure requirements.

Stage 2: Gap Analysis

The second stage shifts from synthesis to critique by conducting a comprehensive gap analysis to identify the "blind spots" inherent in existing frameworks. As noted by Tutuncuoglu (2024), many current AI policies suffer from being overly generalized, offering high-level platitudes that fail to address the granular realities of specialized fields. This research evaluates these deficiencies by meticulously comparing global ethical mandates against the practical, daily requirements of the four target programs: Education, Psychology, Social Work, and Communication. This stage explicitly analyzes these gaps through the HCAI lens, questioning whether current guidelines are failing because they erroneously treat AI as an autonomous actor rather than a tool requiring human governance. The analysis specifically highlights the lack of actionable protocols for managing "synthetic" qualitative data, the absence of clear rubrics for AI-assisted authorship, and the under-addressed risks of algorithmic bias in sociological modeling.

CENTRAL GLOBAL UNIVERSITY

Stage 3: Framework Development

The third stage focuses on the formal construction of the "Framework for Ethical Practical Use and Misuse of Generative AI." Drawing deeply from HCAI theory, a multi-layered model is developed to serve as a defensive yet enabling architecture. The core philosophy of this framework is the mandate of a Human-in-the-Loop (HITL) architecture. Every policy drafted in this stage is intentionally designed to introduce a "friction point"—a mandatory procedural step where a human must pause, analyze, and verify any AI-generated output before it is finalized. For instance, the framework provides specific implementation steps for Social Work practitioners, requiring human validation of any AI-assisted community assessment before the intervention is launched. This stage ensures that the framework actively encourages the "practical use" of AI as a productivity booster while establishing firm perimeters against "misuse" by legally and ethically centering the human professional as the ultimate authority (Tutuncuoglu, 2024).

Stage 4: Case Study Analysis

The final stage employs a descriptive case study methodology to validate the framework's utility and resilience in a real-world academic environment. The adaptability of the developed framework across diverse disciplinary needs is evaluated at this stage by applying it to the specific pedagogical and research contexts. The case study serves as a critical "proof of concept," illustrating exactly how faculty and students can navigate complex ethical dilemmas—such as managing biased data or maintaining client confidentiality—while adhering to the newly established, human-centered institutional standards. This validation phase ensures that the framework is not merely a theoretical exercise but a functional tool capable of guiding a particular college within a university's arts and sciences disciplines through the complexities of the AI era.

CENTRAL GLOBAL UNIVERSITY

RESULTS AND DISCUSSION

Existing Ethical Frameworks and Gap Analysis

Review of Global Ethical Frameworks

The current global governance of artificial intelligence is characterized by high-level principles aimed at ensuring technological safety and social stability. Central to these is the UNESCO Recommendation on the Ethics of Artificial Intelligence (2022), a landmark document which emphasizes that AI systems must be transparent, explainable, and perpetually subject to human oversight. Similarly, the OECD (2019) has established influential principles for "Trustworthy AI," advocating for robust security, accountability, and the protection of democratic values. While these global mandates provide an essential moral compass for the international community, they operate primarily at a macro-policy level. As noted by Dignum (2019), these frameworks often remain at a "principled" level without providing the necessary technical or pedagogical bridges for implementation. They successfully outline the what—defining the abstract qualities of ethical AI—but provide very little guidance on the how. Specifically, they offer no roadmap for how a social science researcher should practically structure a prompt to avoid data leakage, or how an educator should fair-mindedly grade a paper that was co-authored with a Large Language Model (LLM).

Limitations in Disciplinary Application

A critical examination of these broad guidelines reveals a significant lack of granularity when they are applied to the specific rigors of the social sciences. As Tutuncuoglu (2024) observes, most AI guidelines currently in circulation are "one-size-fits-all" solutions that ignore the nuance of different professional domains. In Psychology and Social Work disciplines, the ethical stakes of utilizing AI for predictive analysis or case management are exceedingly high due to the

CENTRAL GLOBAL UNIVERSITY

risk of "algorithmic labeling." In such scenarios, a person's digital profile or historical data could unfairly influence their access to vital social services or clinical support. Noble (2018) highlights that such automated systems often replicate existing structural inequalities, further marginalizing vulnerable populations. Current frameworks tend to treat data as a uniform commodity, failing to recognize that psychological field notes contain deeply nuanced, human vulnerabilities and trauma-informed narratives that cannot be adequately sanitized by simple, standard anonymization techniques. Furthermore, existing policies largely fail to address the unique challenges in Communication studies, where AI-generated "synthetic" media can be used to manipulate public perception or erode the distinction between objective reality and manufactured content (Jeon et al., 2024).

Identification of Critical Gaps

Through the analytical lens of Human-Centered AI (HCAI), this gap analysis identifies four primary voids that the proposed framework seeks to fill:

Contextual Gap. Existing policies lack specific protocols for managing the hyper-sensitive, trauma-informed data inherent to social work and psychology. There is no clear directive on how to maintain the "human touch" when data is processed by a machine, a necessity highlighted by Floridi (2023) regarding the preservation of human dignity in digital transitions.

Authorship Gap. There is currently no cross-disciplinary standard for navigating the spectrum of AI collaboration. The traditional binary of "human-written" versus "AI-written" has become obsolete; guidelines fail to define the boundaries of acceptable "human-directed, AI-assisted" authorship or how to attribute credit in a collaborative workflow Tutuncuoglu (2024).

CENTRAL GLOBAL UNIVERSITY

Bias Mitigation Gap. There is a notable absence of operational procedures detailing how researchers and students must audit generative models for socio-cultural prejudices. Without these procedures, there is a high risk of integrating hidden biases into educational materials or social research (Jeon et al., 2024).

Professional Gap. Perhaps most critically, there is an absence of guidance on the evolving role of the educator. Selwyn (2022) argues that current frameworks do not address the transition from the teacher as a primary information source to an AI-literate facilitator who must actively teach students the art of algorithmic skepticism and critical inquiry.

Proposed Ethical Framework: The HCAI Integration

The proposed ethical framework transitions from abstract global principles to a concrete, operational architecture rooted in the Human-Centered AI (HCAI) paradigm. This framework ensures that generative tools serve as cognitive supports rather than autonomous replacements for human judgment within the university's arts and sciences disciplines by prioritizing human control and professional responsibility.

Data Governance and Privacy: Protecting Human Vulnerability

The first pillar establishes rigorous protocols for data protection, driven by the HCAI principle that technology must fundamentally respect human dignity and autonomy (Shneiderman, 2022). Within the specific context of human sciences, data is rarely just a collection of neutral numbers; it represents lived experiences, sensitive psychological states, and complex community struggles. To safeguard this, the framework mandates a "Local Anonymization and Disassociation Protocol." Before any student or faculty member inputs qualitative data into a Large Language Model (LLM), all personally identifiable information (PII) and specific geographic markers must be stripped to prevent

CENTRAL GLOBAL UNIVERSITY

de-identification. Furthermore, for highly sensitive clinical data in Psychology and Social Work disciplines, the framework establishes a "Data Firewall"—an absolute prohibition on using public, cloud-based LLMs. This policy restricts the analysis of sensitive narratives to closed, institutionally hosted, and fully isolated AI systems. As Floridi (2023) argues, such boundaries are essential to prevent the "misuse" of AI as a data-mining tool, ensuring that human vulnerabilities are never commodified or ingested into commercial machine learning training sets.

Algorithmic Bias and Fairness: Enforcing Human Interpretation

To mitigate the risk of "cultural flattening" and the erasure of marginalized perspectives, the second pillar focuses on ensuring fairness through mandatory human interpretation. Generative models operate on statistical probability rather than objective truth, and they frequently reflect the dominant historical and Western-centric biases of their source material (Noble, 2018). Consequently, this framework institutes a mandatory "Cultural Context Audit" for any AI-generated social modeling or educational content.

For example, if an Education faculty member uses AI to generate reading comprehension materials, the HCAI framework dictates that the educator must manually review the output to ensure diverse protagonists are represented and that the AI hasn't defaulted to biased stereotypes. This follows the HCAI model of "High Automation, High Human Control," where the AI provides the raw material for efficiency, but the human educator enforces the ethical and equitable standards of the classroom (Shneiderman, 2020).

On the other hand, ethical considerations are most acute in high-stakes fields such as healthcare and law enforcement, which mirror the sensitivities found in Psychology and Social Work disciplines. Research into HAIC (Human-AI Collaboration) emphasizes that in these domains, explainability, trust, and

CENTRAL GLOBAL UNIVERSITY

transparency are not merely technical features but governance necessities to ensure inclusive and ethically grounded decision-making (Schmitt et al., 2025)

Integrity, Authorship, and Misuse Prevention: Preserving Cognitive Agency

To preserve the rigor of qualitative scholarship, the third pillar redefines the nature of authorship in the age of generative automation. The framework introduces a "Transparency Disclosure and Cognitive Agency Rubric," which explicitly maps out the spectrum of acceptable HCAI-aligned practices versus academic misconduct.

Mechanical Assistance (Acceptable). Utilizing AI for technical tasks such as grammar checking, formatting citations, or generating initial brainstorming outlines. In this scenario, the human remains the primary architect, while the AI functions merely as a "digital typist."

Substantive Generation (Misuse without Disclosure). Prompting the AI to synthesize literature, draft core arguments, or interpret raw data without significant human modification or verification.

The framework mandates that all research and student submissions include an "AI Methods Appendix" detailing the specific tools used and the prompts applied. This requirement forces the researcher to reflect on their own cognitive agency, ensuring they remain the primary authors of their intellectual growth rather than outsourcing their critical thinking to an algorithm (Laflamme & Bruneault, 2025).

Professional Adaptation and Training: Developing AI-Literate Governors

The final pillar addresses the urgent need for the evolution of the academic professional. Grounded in the HCAI philosophy, this section promotes a systemic shift from educators being mere "content deliverers" to becoming "AI-literate governors." The framework mandates continuous professional development

CENTRAL GLOBAL UNIVERSITY

(CPD) focused on algorithmic literacy, ensuring faculty understand not just how to prompt an AI, but the inherent epistemological limitations of synthetic data (Selwyn, 2022).

For example, faculty are trained to design "AI-Resilient Assessments"—assignments that require deep personal reflection, localized community engagement, or in-class oral defenses that an LLM cannot replicate. The framework protects against the "deskilling" of academic staff and students by elevating the complexity of required human tasks, ensuring that technology serves to augment, rather than diminish, human expertise (Tutuncuoglu, 2024). To meet the demands of digital transformation, academic professionals must transition toward intelligent, adaptive systems. Evidence from corporate training simulations suggests that T-DRL frameworks result in a 'superior lift' in training engagement and knowledge retention compared to conventional systems. This underscores the potential for HCAI-aligned tools to provide scalable and targeted talent transformation, empowering organizations to provide effective reskilling in the era of digital transformation (Pratusha et al., 2025).

Furthermore, fostering a culture of innovation within a particular college within a university's arts and sciences disciplines requires a holistic approach. As identified in recent IR 6.0 research, this must include project-based learning and continuous professional development to ensure that teaching methods evolve alongside technological demands while addressing inherent privacy and ethical considerations (Tabuena & Tabuena, 2025).

To ensure the framework's success, mandatory ethics training for educational leaders is necessary. Grounded in Ethical Leadership Theory, this approach ensures that leadership commitment is clearly articulated through ethical codes and transparent decision-making mechanisms, aligning one's college's AI strategy with international governance standards (Tabuena, 2025b).

CENTRAL GLOBAL UNIVERSITY

Case Study: Application in a College University's Arts and Sciences Disciplines

The case study of a particular college within a university's arts and sciences division provides a practical roadmap for moving from high-level ethical theory to departmental reality. The institution demonstrates how technology can be integrated without compromising the humanistic values core to the social sciences by applying the Human-Centered AI (HCAI) framework across diverse programs.

Establishing the College-Level Policy and Oversight

The implementation process begins at the administrative level, with the Dean's office initiating a formal "Policy of Responsible AI Use." Rather than a top-down mandate, the college forms a College Ethics Committee comprised of program chairpersons from Communication, Psychology, Social Work, and Education. Aligning with the Collaborative-Participatory Approach, this committee functions not as a restrictive policing body, but as a centralized resource for developing "Context-Specific Guidelines" (Tutuncuoglu, 2024). This structure acknowledges that the ethical requirements for a student drafting a press release are fundamentally different from those of a student handling clinical case notes. Consequently, each department is empowered to operationalize the HCAI framework based on its unique disciplinary codes of ethics and pedagogical goals, ensuring that the "human-in-the-loop" requirement is tailored to specific professional standards (Shneiderman, 2022).

Application in Psychology and Social Work: The Human-in-the-Loop Imperative

In the disciplines of Psychology and Social Work, the application of the framework focuses heavily on the protection of human vulnerability and the maintenance of clinical integrity.

CENTRAL GLOBAL UNIVERSITY

In a practical application within the Psychology disciplines, a faculty member might leverage an LLM to generate dozens of varied, synthetic "clinical vignettes"—complex patient histories detailing symptoms of trauma or personality disorders—to facilitate student diagnostic role-play. This serves as a highly effective practical use of AI automation to create diverse training materials at scale. However, to prevent misuse, the framework mandates a rigorous "Verification Step." The faculty member must manually audit and edit the AI output to ensure it aligns with the DSM-5 criteria and, crucially, does not contain harmful algorithmic stereotypes regarding race, gender, or socio-economic status in relation to mental illness (Jeon et al.. 2024).

Within Social Work disciplines, when students utilize AI to draft preliminary community intervention strategies from large demographic datasets, the framework mandates a 'Ground-Truthing' exercise to ensure algorithmic outputs align with lived social realities. While the AI provides a generalized statistical plan (automation), the student must conduct interviews with actual community members to adapt the plan to the lived reality of the neighborhood. This process centers the human element above the algorithmic suggestion, preventing the "technological solutionism" cautioned against by Morozov (2013).

Application in Communication and Education: Auditing for Integrity

In the Communication and Education programs, the framework is applied to manage the creation of public-facing content and pedagogical materials, focusing on transparency and the mitigation of bias.

Students analyzing political rhetoric use GenAI to scrape and summarize hundreds of global speeches. The HCAI framework dictates that AI is restricted to data aggregation and initial pattern recognition. The students are required to independently draft the qualitative analysis explaining why certain rhetorical strategies are effective in specific cultural contexts. To enforce this, students must

CENTRAL GLOBAL UNIVERSITY

submit an "AI-Transparency Protocol" appendix, documenting their prompts and showing the evolution from AI-generated summary to human-authored critique (Laflamme & Bruneault, 2025).

Faculty members develop "Adaptive Lesson Plans" to support inclusive classrooms. To mitigate Algorithmic Bias, the program implements a mandatory "Representation Audit." Educators explicitly prompt the AI to include diverse cultural perspectives and then must manually verify the historical and cultural accuracy of those perspectives against established educational standards. This prevents the "cultural flattening" often found in LLM outputs that default to Western-centric narratives (Noble, 2018). In addition to the Education pillar, GenAI can be used to draft interventions for at-risk students identified by predictive analytics. Educators can proactively address potential dropouts while maintaining the HCAI principle of human-led support by leveraging the accuracy of existing models used in higher education datasets (Ajibade et al., 2025).

In the Humanities, the shift toward immersive platforms and collaborative annotation tools offers a roadmap for personalized learning. Integrating these interactive platforms allows students to engage with literary texts through sequential interaction data, transforming literature education from a passive experience into an active, data-informed inquiry (Tripathi et al., 2025). In addition in the Arts and Humanities, VR acts as a powerful tool for bridging the past and present. Case studies of mythological retelling through gamification and AI-driven interactions show that digital platforms can provide a dynamic medium for cultural education, moving beyond 'old' teaching techniques to provide a personalized, immersive learning experience (Subramanian et al., 2025).

Outcomes: Professional Adaptation and Stakeholder Engagement

The case study concludes with an evaluation of the broader cultural shift within the college. Students transition from being passive consumers of AI output

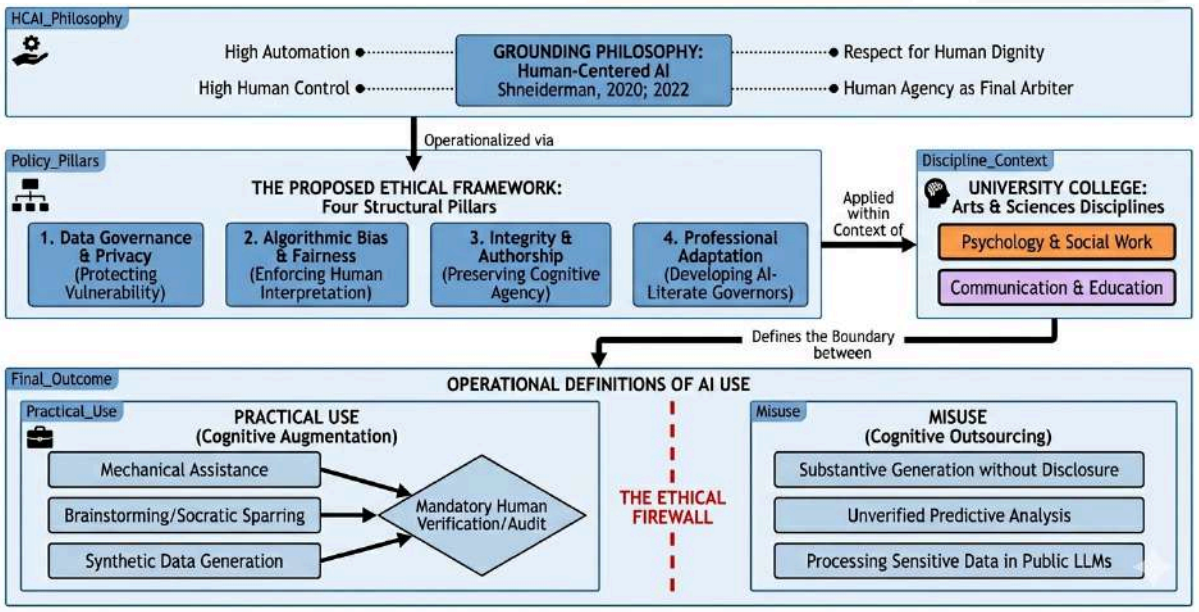
CENTRAL GLOBAL UNIVERSITY

to becoming active, skeptical critics of algorithmic logic by implementing HCAI principles. Faculty reports indicate that because the framework clearly defines the boundaries of ethical use through the Authorship Rubric, they spend significantly less time policing potential plagiarism and more time engaging in high-level discussions regarding the ethical implications of technology. Furthermore, the college maintains a "Stakeholder Feedback Loop," a mechanism for students, faculty, and community partners to suggest updates to the guidelines. This ensures that the college's policy remains a "living document," dynamic and responsive to the rapid evolution of generative technologies (Selwyn, 2022).

Conceptual Framework: Human-Centered AI (HCAI) Governance Model for Education and Social Sciences

Figure 1

Framework for Ethical AI Deployment in Higher Education



This model (Figure 1) illustrates how high-level HCAI principles are translated into an operational architecture that draws a clear boundary between

CENTRAL GLOBAL UNIVERSITY

ethical "Practical Use" (Cognitive Augmentation) and unethical "Misuse" (Cognitive Outsourcing). Figure 1 provides a conceptual synthesis of this study's findings, illustrating how the grounding HCAI philosophy is translated into the operational architecture applied in the case study. It establishes a definitive visual 'Ethical Firewall' between ethical practical use (cognitive augmentation) and unethical misuse (cognitive outsourcing) within the arts and sciences disciplines.

Description of the Model Elements

Grounding Philosophy: Human-Centered AI (HCAI). The framework is rooted in Shneiderman's (2020, 2022) HCAI paradigm. Unlike technology-centric models that seek to replace human labor with autonomous systems, this model seeks to supercharge human performance. It is defined by the dual push for High Automation (for efficiency) and High Human Control (for safety and ethics).

The Connecting Mechanism: Translation into Policy. HCAI philosophy cannot be applied directly to a classroom; it must be translated into actionable rules. The arrows signify this translation process.

The Four Structural Pillars (The Framework). This is the core architecture of the proposal: (a) Data Governance & Privacy - focuses on Local Anonymization and Data Firewalls (banning public LLMs for sensitive qualitative data) to protect human dignity (Floridi, 2023).; (b) Algorithmic Bias & Fairness - focuses on mandatory Cultural Context Audits (Jeon et al ,2024) to prevent Cultural Flattening (Noble, 2018); (c) Integrity & Authorship - focuses on Transparency Disclosure through an AI Methods Appendix to resolve the "Authorship Gap" (Laflamme & Bruneault, 2025); and (d) Professional Adaptation - focuses on continuous development for faculty to become AI-Literate Governors capable of designing AI-Resilient Assessments (Selwyn, 2022).

Disciplinary Application Context. The pillars are not applied uniformly. They adapt to the specific "stakes" of different arts and sciences disciplines: (a)

CENTRAL GLOBAL UNIVERSITY

Psychology & Social Work (High Stake) - focuses on protecting data dignity from commodification; and (b) Communication & Education (Public Facing) - focuses on auditing public narratives and ensuring diverse representation.

The Final Outcome: The Ethical Firewall. This is the operational result of the framework. It creates a definitive boundary—an Ethical Firewall—between two types of AI interaction: (a) PRACTICAL USE (Cognitive Augmentation)- applications where the human remains the architect and the AI is the apprentice (e.g., mechanical assistance, i.e., grammar/formatting, conceptual brainstorming, and generating synthetic data only when followed by mandatory human verification; and (b) MISUSE (Cognitive Outsourcing) - applications where the human cedes critical thinking or ethical responsibility to the algorithm (e.g., asking AI to synthesize literature, using unverified predictive models on vulnerable populations, or inputting private trauma narratives into open-source systems.

Discussion

Addressing Disciplinary Granularity and Data Sensitivity (RQ1 & RQ5)

The findings demonstrate that existing global AI guidelines often fail in practice because they are "context-agnostic"; they lack the disciplinary granularity required for the high-stakes, sensitive environments of Psychology and Social Work. In addressing Research Question 1, the proposed framework introduces localized "Data Firewalls" as a technical and ethical necessity. The framework acknowledges that qualitative social science data is a repository of human vulnerability rather than merely information by interpreting data privacy through the HCAI lens (Shneiderman, 2022). The application in the case study confirms that for a framework to be actionable (RQ5), it must move beyond abstract virtues—such as UNESCO's general privacy rules—and provide concrete departmental mandates. This includes the absolute prohibition of using cloud-based LLMs for processing client trauma narratives, ensuring that the "right

CENTRAL GLOBAL UNIVERSITY

to be forgotten" and data dignity are preserved within institutional silos rather than being absorbed into commercial datasets (Floridi, 2023).

Mitigating Algorithmic Bias in Social and Communication Modeling (RQ2)

In response to Research Question 2, the discussion reveals that algorithmic bias is fundamentally a sociological issue rather than a mere technical glitch. Models trained on historically skewed data will predictably misrepresent or marginalize specific communities, particularly in the diverse fields of Communication and Education (Noble, 2018). The HCAI framework mitigates this by explicitly rejecting the premise that AI outputs are neutral or objective. Researchers are compelled to actively confront and correct algorithmic stereotypes through the implementation of the "Cultural Context Audit" (Jeon et al., 2024). This shift transforms AI from a potential source of misinformation into a pedagogical tool for discussing historical inequities. Instead of passive acceptance, the framework encourages a "decolonial" approach to AI output, where the human user remains the ultimate arbiter of social truth.

Defining the Boundaries of Original Authorship (RQ3)

Addressing Research Question 3, this study establishes a standardized rubric to define the increasingly blurred boundaries between "mechanical assistance" and "substantive generation." The current "gray area" surrounding generative AI in academia frequently leads to institutional confusion and accidental plagiarism (Laflamme & Bruneault, 2025). The HCAI framework resolves this "Authorship Gap" by focusing on the preservation of cognitive agency. As Tutuncuoglu (2024) notes, if a student utilizes AI to bypass the critical thinking process—such as asking an LLM to synthesize a literature review from scratch—it constitutes ethical misuse. Conversely, if a student uses AI to augment their existing process—such as formatting citations or engaging in a "Socratic spar" over a self-formulated argument—it represents legitimate practical use. The

CENTRAL GLOBAL UNIVERSITY

mandatory Transparency Disclosure requirement forces this distinction into the open, ensuring that academic integrity is maintained through radical honesty rather than surveillance.

Redefining Professional Competencies and Responsibilities (RQ4)

Finally, concerning Research Question 4, the integration of AI necessitates a profound shift in academic and professional responsibilities. Under the HCAI paradigm, professionals in Education and the Social Sciences must evolve into "AI-Literate Governors." The ethical responsibility is no longer limited to teaching subject matter; it now encompasses teaching students how to govern the technologies that influence that subject matter. As supported by Shneiderman (2020), the ultimate goal of any AI integration must be human empowerment and the elevation of human performance. Educators must design learning environments where AI serves as an "apprentice" that challenges the student's assumptions, rather than an "oracle" that provides effortless, unverified answers (Selwyn, 2022). This evolution ensures that the social sciences remain a human-led endeavor, even as they become increasingly tech-augmented.

CONCLUSION AND RECOMMENDATIONS

Summary of Research Findings

This study details the development of a proposed ethical framework designed to bridge the persistent gap between theoretical AI ethics and ground-level academic practice. The study confirms several critical pillars for institutional policy by addressing the core research questions: (1) global guidelines are insufficient without localized, HCAI-driven granularity to protect sensitive data; (2) algorithmic bias is not an inevitable technical flaw but a challenge that can be mitigated through proactive, human-led auditing; (3) standardized rubrics based on cognitive agency are essential for clearly defining the boundaries of modern

CENTRAL GLOBAL UNIVERSITY

authorship; (4) academic and professional roles must evolve toward a model of AI-literate governance; and (5) localized, department-specific implementation remains the most effective strategy for creating an actionable and respected framework. Consequently, the research successfully defines "practical use" as any AI application that amplifies human cognitive capabilities and "misuse" as any application that either outsources critical thinking or compromises the inherent dignity of human subjects.

Theoretical and Practical Implications

Theoretically, this study significantly advances the application of the Human-Centered AI (HCAI) paradigm within the specific context of higher education. It provides empirical and conceptual proof that technological integration in the social sciences must strictly adhere to a "Human-in-the-Loop" architecture. In this model, human agency—not algorithmic probability—remains the final arbiter of ethical, clinical, and sociological validity (Shneiderman, 2020). Practically, the framework provides a particular college within a university's arts and sciences disciplines with a scalable, defensive architecture. It empowers the programs of Communication, Psychology, Social Work, and Education to adopt generative AI safely. This ensures that the democratization of these powerful tools does not lead to the "deskilling" of future professionals, but rather enhances their ability to navigate a tech-augmented workforce (Vincent-Lancrin & Van der Vlies, 2020). Thus, the proposed framework serves as a synthesis of classical and modern thought. One's college ensures that technology remains focused on the holistic development of the student as a critical thinker and active citizen by embedding Locke's emphasis on virtue and Behaviorism's motivation strategies into institutional AI policy (Tabuena, 2024).

CENTRAL GLOBAL UNIVERSITY

Recommendations for Policy and Practice

To effectively operationalize this framework and ensure its longevity, the following recommendations are offered to university administrators and faculty: (a) Localized HCAI Protocols - departments handling sensitive human data, particularly Psychology and Social Work, must adopt strict "Data Governance" checklists. These protocols should explicitly ban the use of public, open-source LLMs for any data involving client-facing narratives or trauma-informed research; (b) Mandatory Human Audits - programs in Communication and Education must institutionalize the "Cultural Context Audit." This ensures that any AI-generated social modeling or curriculum materials undergo rigorous human oversight to correct for algorithmic misrepresentation or Western-centric biases; (c) Cognitive Agency Rubrics - the college should adopt a standardized authorship rubric across all disciplines. Students should be required to submit an "AI Methods Appendix" for all research and creative projects, explicitly disclosing the division of labor between human insight and machine assistance; and (d) Continuous Algorithmic Training - Professional development initiatives must shift from basic technical tutorials to comprehensive "AI-Ethics and Governance Training." This equips faculty to design "AI-resilient" assessments that prioritize deep reflection and local community engagement over rote information retrieval.

Limitations and Future Research

While this research provides a comprehensive localized framework, it is primarily limited to the current technological capabilities of text-based Large Language Models. As multimodal AI systems evolve to generate hyper-realistic synthetic video and simulate complex human emotions—a field known as affective computing—future research must investigate the psychological impacts of these highly deceptive tools within social science research and clinical training. Additionally, longitudinal empirical studies are strongly recommended to

CENTRAL GLOBAL UNIVERSITY

evaluate the long-term effectiveness of the proposed "authorship rubrics." Such studies should focus on whether these frameworks successfully maintain the critical thinking and qualitative reasoning skills of social science students throughout their entire academic and professional careers.

CENTRAL GLOBAL UNIVERSITY

REFERENCES

Ajibade, S. S. M., Ypanto, L. A., Culpable, R. V., Jasser, M. B., Alebiosu, D. O., Tabuena, A. C., ... & Adediran, A. O. (2025a, December). Educational Data Analytics: Predictive Insights into Student Dropout and Academic Outcomes Using Machine Learning. In *2025 IEEE 13th Conference on Systems, Process & Control (ICSPC)* (pp. 246-251). IEEE. https://doi.org/10.1109/ICSPC68261.2025.11326154

Ajibade, S. S. M., Baird, J. C. C., Ypanto, L. A., Caballero, E. C., Dacillo, A. L., Legaspino, R. F. B., ... & Bassey, M. A. (2025b, September). A Scientometric Study of AI Applications in Higher Education: Trends and Computational Challenges. In *2025 IEEE International Conference on Industrial Technology & Computer Engineering (ICITCE)* (pp. 1-6). IEEE. https://doi.org/10.1109/ICITCE65255.2025.11210790

Floridi, L. (2023). The ethics of artificial intelligence: Principles, challenges, and opportunities. Oxford University Press. https://books.google.com.ph/books?id=_f3KEAAAQBAJ&lpg=PP1&ots=SqcN2_VrUz&dq=Floridi%2C%20L.%20(2023).%20The%20ethics%20of%20artificial%20intelligence%3A%20Principles%2C%20challenges%2C%20and%20opportunities.%20Oxford%20University%20Press.&lr&pg=PP1#v=onepage&q=Floridi,%20L.%20(2023).%20The%20ethics%20of%20artificial%20intelligence:%20Principles,%20challenges,%20and%20opportunities.%20Oxford%20University%20Press.&f=false

Jeon, J., Kim, L., & Park, J. (2024). The Ethics of Generative AI in Social Science Research: A Qualitative Approach for Community-Based AI Research Ethics. *Available at SSRN 4784555*. https://dx.doi.org/10.2139/ssrn.4784555

CENTRAL GLOBAL UNIVERSITY

Laflamme, A. S., & Bruneault, F. (2025). Redefining academic integrity in the age of generative artificial intelligence: The essential contribution of artificial intelligence ethics. *Journal of scholarly publishing*, *56*(2), 481-509. https://utppublishing.com/doi/abs/10.3138/jsp-2024-1125

Morozov, E. (2013). *To save everything, click here: The folly of technological solutionism*. PublicAffairs. https://www.carnegiecouncil.org/media/series/39/20130412-to-save-everything-click-here-the-folly-of-technological-solutionism

Noble, S. U. (2018). Algorithms of oppression: How search engines reinforce racism. In *Algorithms of oppression*. New York university press. https://doi.org/10.18574/nyu/9781479833641.001.0001

OECD (2019). Recommendation of the Council on Artificial Intelligence. OECD/LEGAL/0449. https://legalinstruments.oecd.org/en/instruments/oecd-legal-0449

Patil, B. S., Baral, D., Samuel, S., Tabuena, A. C., & Sachan, V. S. (2025, February). Integrating Sustainable Development Goals (SDGs) into Corporate Marketing Strategies: A Technological Approach to Responsible Business. In *2025 First International Conference on Advances in Computer Science, Electrical, Electronics, and Communication Technologies (CE2CT)* (pp. 920-923). IEEE. https://doi.org/10.1109/CE2CT64011.2025.10939092

Porayska-Pomsta, K., Holmes, W., & Nemorin, S. (2023). The ethics of AI in education. In *Handbook of artificial intelligence in education* (pp. 571-604). Edward Elgar Publishing. https://doi.org/10.4337/9781800375413.00038

Pratusha, D. L., Bose, D., Mokashi, S. P., Vyas, A. M., Tabuena, A. C., & Tabuena, A. (2025, November). Smart Human Resource Development Using Artificial Intelligence for Personalized Employee Training and Performance

CENTRAL GLOBAL UNIVERSITY

Optimization. In *2025 Tenth International Conference on Science Technology Engineering and Mathematics (ICONSTEM)* (pp. 1-6). IEEE. https://doi.org/10.1109/ICONSTEM65670.2025.11374811

Schmitt, C. E. S., Tabuena, Y. M. H., Buenaflor, M. P., Sy, A. M., & Tabuena, A. C. (2025). Human-AI Collaboration in Contemporary Systems: A Brief Review of Status, Trends, and Research Directions. International Journal of Academic and Practical Research, 4(1), 87–91. https://doi.org/10.5281/zenodo.15869844

Selwyn, N. (2022). *Education and technology: Key issues and debates*. Bloomsbury Publishing. https://books.google.com.ph/books?id=dMZKEAAAQBAJ&lpg=PR1&ots=wnUQLQ2Jvw&dq=Selwyn%2C%20N.%20(2022).%20Education%20and%20technology%3A%20Key%20issues%20and%20debates.%20Bloomsbury%20Publishing.&lr&pg=PP1#v=onepage&q&f=false

Shneiderman, B. (2022). *Human-centered AI*. Oxford University Press. https://books.google.com.ph/books?id=YS9VEAAAQBAJ&lpg=PP1&ots=h2whBMPP52&dq=Shneiderman%2C%20B.%20(2022).%20Human-centered%20AI.%20Oxford%20University%20Press.&lr&pg=PP1#v=onepage&q=Shneiderman,%20B.%20(2022).%20Human-centered%20AI.%20Oxford%20University%20Press.&f=false

Shneiderman, B. (2020). Human-centered artificial intelligence: Reliable, safe & trustworthy. *International Journal of Human–Computer Interaction*, *36*(6), 495-504. https://doi.org/10.1080/10447318.2020.1741118

Subramanian, M., Gupta, R. K., Jadhav, K. P., Tabuena, A. C., & Tabuena, Y. M. H. (2025, February). Reimagining Mythology with Virtual Reality: Postmodernist Techniques for Immersive Retellings in Educational Platforms. In 2025 First International Conference on Advances in Computer

CENTRAL GLOBAL UNIVERSITY

Science, Electrical, Electronics, and Communication Technologies (CE2CT) (pp. 858-861). IEEE. https://doi.org/10.1109/CE2CT64011.2025.10939597

Tabuena, A. C. . (2025a). Reimagining Culture and Arts Education through the Integration of Artificial Intelligence and the Sixth Industrial Revolution: Demands, Challenges, and Future Implications. *Global Journal of Cultural Studies*, *4*, 61–71. https://doi.org/10.6000/2817-2310.2025.04.07

Tabuena, A. C. (2025b). Integrating Ethical Corporate Governance in Educational Policy and Leadership: Policy Strategies for Accountability, Transparency, and Institutional Integrity [Professional Doctorate Dissertation, Central Global University]. Central Global University Journal. https://journals.centralglobaluniversity.org/wp-content/uploads/2025/09/Professional-Doctorate-in-Educational-Policy-and-Leadership-Almighty-Cortezo-Tabuena.pdf

Tabuena, A. C., & Tabuena, Y. M. H. (2025). The Demands of Using Artificial Intelligence-Driven Software in Education Towards the Industrial Revolution 6.0: A Review of Studies. *International Journal of Education*, *8*(1), 107-120. https://ejournal.upi.edu/index.php/ije/article/view/57318

Tabuena, A. C. (2024). Integrating Classical Philosophies with Modern Educational Practice in Leadership: A Critical Understanding of the Issues and Concerns Affecting Educational Management. *International Journal of Trend in Scientific Research and Development, 8*(6), 39-44. https://www.ijtsrd.com/papers/ijtsrd70540.pdf

Tripathi, J., Priyadharshini, C. P. C., Gupta, S., Chitra, P., Tabuena, A. C., & Tabuena, Y. M. H. (2025, November). Enhancing English Literature Pedagogy Through Virtual Reality and Interactive Platforms. In *2025 Tenth International Conference on Science Technology Engineering and Mathematics*

CENTRAL GLOBAL UNIVERSITY

(ICONSTEM) (pp. 1-5). IEEE. https://doi.org/10.1109/ICONSTEM65670.2025.11374531

Tutuncuoglu, B. T. (2024). Beyond the Productivity Paradox: Unveiling the Hidden Role of Artificial Intelligence in Enhancing Human Creativity and Innovation. *Available at SSRN 5246291*. https://dx.doi.org/10.2139/ssrn.5246291

UNESCO. (2022). *Recommendation on the ethics of artificial intelligence*. United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence

Vincent-Lancrin, S., & Van der Vlies, R. (2020). Trustworthy artificial intelligence (AI) in education: Promises and challenges. *OECD education working papers*. https://doi.org/10.1787/a6c90fa9-en

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education–where are the educators?. *International journal of educational technology in higher education*, *16*(1), 39. https://doi.org/10.1186/s41239-019-0171-0

CENTRAL GLOBAL UNIVERSITY

BIONOTE

LinkedIn:
https://www.linkedin.com/in/almightytabuena/

ORCID
0000-0002-5875-3617

Scopus Author ID:
57260774300

Google Scholar Profile:
w_z9OQYAAAAJ

IEEE Author Profile:
37089445769

WEB OF SCIENCE ResearcherID:
AAH-9478-2021

ResearchGate Profile:
Almighty Tabuena

Almighty Cortezo Tabuena (PhD, EdD, DHum, PDEPL) currently serves as the OIC Dean of the College of Arts and Sciences at Pamantasan ng Lungsod ng Valenzuela and as the founding Editor-in-Chief of the International Journal of Academic and Practical Research, Philippines. A cum laude graduate in Secondary Education, major in Music Education (2017), he is a Licensed Professional Teacher (LPT) and has been conferred a Career Service Eligibility (CSE). He holds multiple postgraduate credentials in Education, Music, Culture and the Arts, Humanities and Social Sciences, Leadership and Management, Public and Education Policy, Research and Development, and Artificial Intelligence. He has presented at numerous academic conferences and published in internationally indexed journals, including ACI, WoS, and Scopus. Recognized widely for his scholarly contributions, he frequently receives invitations as a resource speaker, consultant, validator, and peer reviewer. He has received numerous distinctions for excellence in research, education, and policy innovation. Beyond academia, he is actively engaged in the cultural arts as music director, accompanist, composer, and arranger of an independent male choir founded in Manila in 2015—reflecting his dedication to both artistic and community development. Through his diverse roles, he bridges leadership, academic prowess, and artistic expression, making a significant impact in both educational and cultural spheres.