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Guidelines for Construction of Ethical Policies Regarding the Use of Artificial Intelligence in Education and Research

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Abstract: *This study explores the impact of artificial intelligence (AI) on contemporary social structures, with a particular focus on the fields of education and academic research. By analyzing the phenomenon of virtualization of social space, the paper highlights the fundamental transformations in modes of interaction, learning, and intellectual production generated by the ubiquity of digital technologies and AI. In the educational context, the study examines the reconfiguration of the educator's role and traditional pedagogical practices in the face of the emergence of the "virtual teacher" and AI's ability to surpass human limitations in storing and transmitting information. It emphasizes the need for a redefinition of the teacher's mission, oriented towards developing critical thinking and cultivating a passion for knowledge. In the sphere of academic research, the paper addresses the ethical and epistemological challenges raised by the integration of AI, especially concerning the authenticity and integrity of intellectual production. It analyzes the implications of using AI in generating academic content and explores the emerging concept of "post-plagiarism," which reconfigures traditional notions of originality and intellectual property. The study also examines emerging regulations and policies at global and national levels regarding the use of AI in academia, highlighting the need for ethical and methodological frameworks adapted to the new technological reality. It highlights the potential of AI as a tool for augmenting cognitive capacities, alongside the risks associated with its uncontrolled use. The paper argues for a reflective and critical approach to integrating AI into social and institutional structures, emphasizing the importance of developing an ethics of AI use that promotes human progress while maintaining the fundamental values of autonomy, creativity, and individual responsibility. An interdisciplinary perspective is proposed to overcome the complexities of the digital era, aiming to harmonize the potential of AI with essential human needs and values in shaping the future of education and academic research.*

Keywords: *ethics policy; artificial intelligence; ethical frameworks; education; research.*

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Introduction

We are witnessing today a paradigmatic transformation of social and cognitive structures, catalyzed by the emergence and proliferation of artificial intelligence (AI). This technological revolution fundamentally reconfigures our modes of interaction, learning, and understanding of the world, generating both remarkable opportunities and profound ethical and existential challenges. The present study aims to explore, from a sociological and ethical perspective, the multidimensional impact of AI on society, with a particular focus on the fields of education and academic research.

In the educational sphere, the impact of AI is particularly significant, causing a radical reevaluation of traditional pedagogical practices. The increasing use of AI systems for generating academic content and assisting in the learning process calls into question the effectiveness of classical teaching and assessment methods. The emergence of the "virtual teacher" and the potential of AI to surpass human capacity for storing and transmitting information impose a profound redefinition of the educator's role. In this context, the mission of the teacher is reoriented towards developing critical thinking, cultivating a passion for knowledge, and guiding students in discovering and developing their own vocations, thus transcending the simple transmission of information.

The present study aims to critically analyze these socio-technological transformations, exploring the ethical, legal, and epistemological implications of integrating AI into social and institutional structures. We will also examine emerging regulations at global and national levels regarding the use of AI in academia, highlighting trends and challenges in developing coherent and ethical policies in this field.

In essence, this paper engages in a profound ethical and sociological reflection on how society can harness the transformative potential of AI while maintaining the integrity of educational and research processes, as well as the fundamental values of humanity. Through the analysis of these aspects, we hope to contribute to a broader understanding of the impact of AI on contemporary society and to offer transdisciplinary perspectives on the challenges and opportunities of using AI in the educational and research domains.

Socio-technological transformations in the digital era

We aim to explore the impact of Artificial Intelligence on the contemporary social environment, analyzing both the practical dimensions and the ethical implications of interacting with it in personal and

professional spheres. To this end, we will seek to conceptually define the notion of Artificial Intelligence and identify the main areas in which it reconfigures everyday social structures and practices.

The evolution of computational technology, starting from the mid-20th century, has marked a paradigmatic transformation of society. The trajectory of this evolution, from bulky computing devices to the ubiquity of smart mobile devices, reflects an unprecedented spatio-temporal compression in human history. This process of miniaturization and ubiquitization of technology has generated new forms of social interaction and redefined the boundaries between public and private space (Sandu, 2020a).

Contemporary generations, socialized in this omnipresent technological environment, have developed distinct modes of perception and interaction with reality. Childhood and adolescence are now deeply impregnated with digital experiences, from interactive games to online educational platforms, reconfiguring traditional processes of learning and socialization. This early digital immersion has led to the emergence of novel social phenomena, such as children's ability to navigate intuitively in the online environment before mastering basic linguistic skills.

The practice of "digital babysitting," increasingly observed in contemporary family dynamics, raises fundamental questions about the nature of primary socialization and its impact on cognitive and emotional development. Concurrently, a correlation is noted between intensive exposure to technology and public health issues, such as childhood obesity, suggesting a reconfiguration of bodily habitus in the digital era.

These socio-technological transformations have generated a mutation in information processing and attentional structures of new generations, favouring a predominantly visual orientation and a fragmentation of attention. This phenomenon necessitates a re-evaluation of educational paradigms and social communication strategies to adequately respond to the new cognitive and behavioural realities shaped by the omnipresence of technology in everyday life.

Reconfiguration of socio-educational paradigms in the era of artificial intelligence

We are witnessing a profound transformation of the modes of social interaction, increasingly mediated by computational technology. This emerging reality reconfigures not only the social space but also the very nature of human presence and interaction. The phenomenon of virtualization of social space (Sandu, 2020b) has evolved beyond the simple

transition from face-to-face interactions to digitally mediated ones, coming to redefine the very notion of proximity in human relationships.

We observe that the spatio-temporal barriers, once considered fundamental to human consciousness and experience, are now transcended through virtual meetings/interactions (Sandu, 2003). This overcoming of physical constraints allows for an unprecedented flexibilization of modes of collaboration and mutual understanding. Asynchronicity becomes a defining characteristic of modern communication, allowing the extraction and use of relevant information independently of the moment of its production, subject to maintaining the currency and relevance of the content.

With the emergence and proliferation of artificial intelligence (AI), we are witnessing a new stage in this process of virtualization, which transcends the simple technological mediation of human interactions. We are now facing a virtualization of presence itself, where the boundary between the human and artificial interlocutor becomes increasingly blurred. This ambiguity raises fundamental questions about the nature of authenticity and identity in the digital space.

The deep fake phenomenon and the proliferation of fake news represent concrete manifestations of this growing ambiguity. AI's ability to generate audio-visual content almost indistinguishable from that produced by human beings calls into question traditional criteria for evaluating the authenticity and veracity of information. The experiment with an AI-generated image of a fictitious child in need, which managed to stir authentic emotions and mobilize real resources, illustrates the profound potential of this technology to manipulate social perceptions and behaviors.

This phenomenon is part of a broader tradition of using narratives for emotional and action mobilization of the public, reflected in popular culture through expressions such as the one from the film "Filantropica": "The outstretched hand that doesn't tell a story doesn't receive alms." (Caranfil, 2002). However, in the digital era, we are witnessing an unprecedented automation and sophistication of these storytelling techniques, with AI being capable of creating complex and convincing scenarios, optimized to capture attention and elicit strong emotional reactions, a strategy used both in marketing campaigns, including political ones, and for the purpose of virtualizing criminality.

Paradoxically, as AI becomes more capable of generating content that can be assimilated with human content, we observe a parallel trend in which these creations are, in turn, decoded and synthesized by AI systems. This cycle of production and consumption of information mediated by artificial intelligence raises profound questions about the role and place of

human cognition in the process of creating and interpreting knowledge. We may reach a situation where content generated by AI on behalf of a sender is received by another AI on behalf of a recipient, and gives feedback on their behalf, and in this loop there is no longer any human user involved. On another note, current studies have shown the potential of excessive use of AI in decreasing the human capacity to receive messages, with risks including for the intellectual development of the person, or even with the potential to decrease the intelligence quotient genetically transmitted to subsequent generations (Kosmyna et al., 2025).

In the educational sphere, the impact of AI is particularly significant, causing a fundamental reevaluation of traditional pedagogical practices. The use of AI for summarizing texts and elaborating academic papers calls into question the effectiveness of classical methods of assessment and learning. This phenomenon not only makes certain educational practices obsolete but also raises significant ethical and epistemological issues regarding the nature of originality and intellectual effort in the digital era.

Faced with this reality, a nuanced approach to integrating AI into the educational process is necessary. A complete ban on the use of this technology would be counterproductive, given the growing role of AI in the economy and society. Instead, the need for a "third literacy" is emerging, centered on developing skills for interacting with AI systems, including the critical evaluation of information generated by them.

This technological evolution imposes a redefinition of the role of teachers. In a context where AI can easily surpass human capacity for storing and transmitting information, the educator's mission is reoriented towards developing critical thinking, cultivating a passion for knowledge, and guiding students in discovering and developing their own vocations. The human teacher thus becomes a mentor and catalyst for personal and intellectual development, rather than a mere provider of information.

The emergence of the "virtual teacher," capable of transmitting knowledge and evaluating competencies in real-time, accentuates this transformation of the human educator's role. The latter must focus on aspects that transcend the simple transmission of information, such as developing emotional intelligence, stimulating creativity, and cultivating an ethical and reflective attitude towards knowledge and technology.

Artificial intelligence fundamentally reconfigures our modes of interaction, learning, and understanding of the world. This transformation brings with it both remarkable opportunities and profound ethical and existential challenges.

Ethical dilemmas and socio-educational transformations in the era of artificial intelligence

Recent discussions in the academic environment have brought to the forefront concerns about the potential falsification of intellectual creations through the use of AI systems, such as ChatGPT. In response to these concerns, the technology industry has developed sophisticated tools for detecting AI-generated content. These software applications, initially designed for identifying plagiarism, have expanded their functionalities to recognize original texts produced with AI assistance. However, the current limitations of these tools - both in terms of linguistic coverage and accuracy - underscore the complexity of the challenge and the need for a differentiated approach in evaluating intellectual authenticity.

Practical experience in the academic environment suggests that, beyond technological tools, direct dialogue between educator and student remains essential in assessing intellectual property and analytical skills. This approach reflects a correct position towards the use of AI in education, encouraging its integration as a tool for documentation and stylistic improvement, but not as a substitute for the student's creative and intellectual involvement.

Parallel to these developments in the academic sphere, a worrying trend is observed in the online environment, where content is promoted that encourages the use of AI as a means of rapid and effortless income generation. This phenomenon raises profound questions about the impact on motivation for education and professional training, especially in the context of the increasing number of NEET (Not in Education, Employment, or Training) youth.

These convergent trends - the use of AI in the academic environment and its promotion as a source of easy income - outline a complex societal challenge. On one hand, there is the risk of undermining the value of traditional education and authentic intellectual effort. On the other hand, opportunities are opening up for redefining the role of education and work in the digital era. In this context, critical reflection is necessary on how society can harness the potential of AI while maintaining the integrity of the educational process and the value of authentic work. This requires a concrete approach, involving not only educational institutions but also policy makers, to ensure that technological advancement serves human and social development rather than undermining it.

We are witnessing today an unprecedented proliferation of the use of artificial intelligence (AI) in creative and academic fields, a phenomenon that

raises fundamental questions about the nature of authenticity and originality in intellectual production. The growing tendency to generate literary and academic works through AI systems, limiting human intervention to formulating prompts, represents a significant challenge to traditional paradigms of creation and academic evaluation.

This "cultural-technological trend" is not limited to the sphere of fiction literature but extends into the academic domain, affecting the process of elaborating bachelor's, master's, and doctoral theses. In response, the academic community has developed sophisticated tools for detecting artificially generated content, but their effectiveness remains limited, especially in cases of subtle use of AI for paraphrasing and stylistic adaptation. We emphasize the need for a particularized approach in evaluating academic works, proposing additional inquiries to verify candidates' ability to support and elaborate on the presented ideas. This practice reflects a transitional period where clear and uniform regulations regarding the acceptability and limits of AI use in the Romanian academic environment are lacking, without advocating for the complete elimination of AI use in academic work elaboration, when it remains an adjuvant in creative writing and not a substitute for it. We advocate for a balanced use of AI in scientific and academic activity, accepting artificial assistance in processes such as documentation, content styling, statistical analysis, or translation, but rejecting its use in elaborating essential components that require the original contribution of the human author. We speak here of the human author because teaching experience has provided us with occasions to observe that sometimes this (the human author) is completely absent, being entirely replaced by AI activity, sometimes based exclusively on a prompt hastily formulated a few minutes before the moment when the respective text is desired to be presented. Thus, the so-called human author does not even have the effective time necessary to read the text in question, let alone conceptually understand it. We align ourselves with the position of prestigious international scientific publications, which recognize the potential of AI as an assistance tool, not as a substitute for human creativity and critical thinking.

In the current stage, AI does not possess the capacity to create content *ex nihilo*, but rather combines and processes existing information, generating texts – including through processes of deep reasoning - that may seem original to an average human intelligence. This reality underlines the importance of developing critical and ethical competencies in the use of AI technologies, both in academic and professional environments. We cannot fail to emphasize on this occasion the generative capacity of AI to identify

patterns impossible to perceive for the researcher who does not use such a tool, or to combine information from totally disparate cognitive areas – which can lead to new perspectives on a research subject, or to transdisciplinary approaches that have an intrinsic value of novelty for knowledge in the respective field, which makes AI constitute a particularly important asset for scientific research.

Therefore, we do not consider it useful to restrict students' access to the use of AI in elaborating academic works, but we consider it absolutely necessary to formulate ethical policies at the institutional and even national level regarding the use of AI in education and research. We see the need for developing consultation and ethical counseling regarding the use of AI in education and research at the level of institutions in the field, which would allow the formation of an ethical culture in this domain and develop ethical reflection in parallel with technological development in the field. Thus, the integration of AI into creative and academic processes requires a continuous reevaluation of the concepts of originality, authenticity, and intellectual property, as well as the development of ethical and methodological frameworks adapted to this new technological reality.

Regulations on the use of A.I. in research and scientific publishing

Most academic journals and publishers recognize the potential of A.I. to improve the research process and accelerate scientific discoveries. Nature, one of the most prestigious scientific journals, has published guidelines that acknowledge the usefulness of A.I. in various aspects of research, from data analysis to hypothesis generation. However, this recognition comes with a series of specific concerns and requirements, especially of an ethical nature. A fundamental principle adopted by most journals is the requirement for transparency in the use of A.I. Authors are expected to clearly disclose when and how they have used A.I.-based tools in their research or writing process. This policy is adopted by publications such as Science (2023), which requires authors to specify any significant use of A.I. in the methods section or in the author statements.

On another note, a similar approach comes from outside the academic environment, portals such as YouTube or Amazon in the self-publishing section, allow the use of A.I. in content creation, but require the authors of these creations to specify the use of A.I. and the dimensions of this use.

Academic publishers, such as Springer (2023), Nature (2023) and Elsevier (2023), have also implemented policies that require authors to be transparent about the use of A.I. These policies extend not only to the main

content of the work but also to elements such as the abstract, figures, or data analysis generated with the help of A.I. While many publications allow the use of A.I. as an assistance tool, there are clear limits regarding its role. A common rule is that A.I. cannot be listed as an author or co-author of a scientific paper. This position is supported by ethical and practical arguments, including the fact that A.I. cannot take responsibility for the content or answer questions about the research.

Journals such as JAMA (Journal of the American Medical Association) have adopted strict policies that prohibit the use of A.I. for text generation in manuscripts (JAMA, 2023), except in cases where it is used for translations or grammatical corrections. These restrictions reflect concerns about the originality and authenticity of academic research.

Another emerging trend is the requirement for researchers to verify and validate any results or analysis generated by A.I. Publications such as PLOS ONE emphasize the importance of human review of any A.I.-generated content to ensure its accuracy and relevance. This approach recognizes the potential of A.I. to produce errors or biases and underscores the responsibility of researchers to maintain quality standards.

Many academic journals and publishers place a strong emphasis on maintaining the ethical integrity of research in the A.I. era. Guidelines published by organizations such as the Committee on Publication Ethics (COPE) provide recommendations for managing ethical aspects of A.I. use in academic publications (COPE, 2023). These guidelines address issues such as plagiarism, data fabrication, and image manipulation, all potentially facilitated by advanced A.I. technologies.

The increasing use of A.I. in research has also led to adaptations in the peer review process. Some journals have begun to explore the use of A.I.-based tools to assist in the review process, helping to identify inconsistencies or potential problems in manuscripts. However, there is a broad consensus that human review remains essential for evaluating the quality and relevance of research (Porsdam Mann et al., 2024).

As generative A.I. continues to evolve, academic journals and publishers will increasingly face the challenge of constantly updating their policies. Debates are still ongoing about how to balance the innovative potential of A.I. with maintaining traditional academic standards. Some voices in the academic community argue for a more permissive approach, while others advocate for stricter restrictions.

An emerging concern is the ability of A.I. to generate complete scientific papers, including data and analyses. This raises fundamental questions about the nature of authorship and originality in academic

research. Some journals are actively exploring these issues, publishing opinion articles and analyses about the ethical and practical implications of advanced A.I. in research.

The regulations of academic journals and publishers regarding the use of A.I. in research and scientific writing reflect a cautious but open approach to innovation. The key principles guiding these policies include transparency, human verification, maintaining ethical integrity, and recognizing the current limitations of A.I. As technology continues to advance, it is likely that these regulations will evolve as well. Academic journals and publishers will play an increasingly important role in shaping ethical policies regarding the use of A.I., setting standards and guiding the scientific community in implementing these new software products.

Artificial intelligence in the university environment: global and national regulations

In the digital era, artificial intelligence (A.I.) has become an increasingly present tool in the academic environment as well, influencing both the education and research processes, as well as the drafting of scientific/academic papers. This rapid technological evolution has prompted universities worldwide, including in Romania, to reevaluate and adapt their policies regarding the use of A.I. in academic contexts. We will attempt to explore some of the current regulations of important universities around the world and in Romania regarding the use of A.I. in research and the writing of scientific papers, including student works, highlighting emerging trends and associated ethical challenges.

Universities such as Harvard (2023), MIT (2025), or Stanford (2023) were among the first to directly address the issue of A.I. use in the academic environment. They have published comprehensive guidelines for students and professors regarding the ethical use of A.I. tools in academic activities. These guidelines emphasize the importance of transparency, proper citation of sources, as well as mentioning the use of A.I. and the extent of these uses, in order to maintain academic integrity.

MIT has adopted a similar approach, encouraging the responsible use of A.I. as an assistance tool in research, emphasizing that it cannot replace human critical thinking and creativity. In turn, Stanford University has integrated courses on A.I. ethics into its study programs, thus preparing students for the ethical challenges of using A.I. in research and education.

In Europe, universities such as Oxford (2025) and Cambridge (2025) have adopted policies that recognize the potential of A.I. but impose clear limits on its use. These universities have published detailed guidelines for

students and researchers (Cambridge University Press, 2025) emphasizing that, although A.I. can be used as an assistance tool (generative A.I. being generally considered a virtual assistant), the main intellectual contribution must belong to the human author. Other universities in the European space have implemented policies that encourage innovation in the use of A.I. and also require total transparency regarding the contribution of A.I. to any academic work (JCQ, 2025).

In Romania, the approach to using A.I. in the academic environment is, at the time of publishing this paper, still in the process of regulation, with significant differences between universities. Some universities have not yet formulated guidelines for the ethical use of A.I. in education and research, especially regarding the elaboration of final study papers or semester works. We notice the need for such guidelines even more, as the software available in Romanian universities (at least Turnitin) is not yet capable of identifying A.I.-created content in Romanian.

The University of Medicine and Pharmacy "Carol Davila" in Bucharest (2024), for example, has adopted a regulation for both student and faculty use. It emphasizes the need for transparency in the use of A.I. tools and the importance of maintaining academic integrity.

In turn, Babeş-Bolyai University in Cluj-Napoca (2023) has adopted a proactive approach, integrating discussions about the ethics of A.I. use in research methodology courses and academic ethics and integrity courses. The university encourages the responsible use of A.I. as an assistance tool in research, while emphasizing the importance of original intellectual contribution from students and researchers.

The Polytechnic University of Bucharest (2024) has even introduced a series of specific courses on the ethics of A.I. use within some study programs. The university's policy encourages innovation in A.I. use but imposes strict rules regarding disclosure and transparency in academic works that use A.I. tools.

In turn, "Ştefan cel Mare" University of Suceava has organized, through its Career Guidance and Counseling Center, workshops on the ethical use of A.I. in education.

A common trend in most existing university regulations globally in this field is the requirement for transparency in A.I. use. Students and researchers are expected to clearly disclose when and how they have used A.I.-based tools in their research or writing process. This policy is adopted to ensure academic integrity and to allow for a fair evaluation of individual contribution. In the absence of express regulations limiting the use of A.I. in the elaboration of exam papers, including final study papers, and taking

advantage of the lack of experience in this field of some evaluating teachers as well as the capacity of software used for detecting A.I.-generated content in Romanian, some students limit their activity - at least in the case of some semester reports and essays - to giving a simple (and possibly a single) prompt through which they request the virtual assistant to elaborate the entire work, thus falsifying the quality of authorship.

We observe, among other things, a growing tendency to include education about A.I. but also about the ethics of its use in the academic curriculum, with many universities now offering courses or modules dedicated to the ethical use of A.I. in research and academic writing, thus preparing students for future challenges of integrating A.I. into academic practice.

Universities and research institutions in general are adapting their academic integrity policies to specifically address A.I. use. This includes revising definitions of plagiarism and academic fraud to include the improper use of A.I. tools. In the specific terminology of academic ethics, with the emergence of generative A.I. models, the term post-plagiarism ethics has entered.

According to authors such as Eaton (2023), in the post-plagiarism era, human society is characterized by the deep integration of cutting-edge technologies in everyday life. Artificial intelligence and neurotechnological innovations, such as brain-computer interfaces, have become/will become common tools in education, learning, and social interaction processes. This new paradigm joins other philosophical and intellectual concepts that have defined previous epochs of human thought. Thus, post-plagiarism falls in line with currents such as postmodernism, structuralism, and post-structuralism, which have been theorized over time by various thinkers.

This idea of a post-plagiarism society follows the idea we mentioned in the paper through the phrase virtualization of social space. We consider that this continuous exchange of information through digital technology and the constant appeal to technology, to the level where information is assimilated at a level where the information obtained through technology can no longer be differentiated from the original information, which was the basis for training the language model, constitutes in itself a phenomenon of virtualization of social space, thus bringing on one hand an elimination of language constraints, and on the other hand an imprecision and a passive attitude of information receptor rather than a communicative actor.

The emergence of post-plagiarism marks the beginning of a unique period in the intellectual evolution of humanity, closely linked to the significant technological advances of the last three years. This era brings with

it new ways of conceiving and interacting with information and knowledge in the context of an increasingly digitalized and interconnected world (Stokel-Walker & Van Noorden, 2023).

A major challenge for universities, in the context of generative A.I. development, is adapting evaluation methods to take into account its capabilities, including developing new forms of examination that test critical thinking skills and knowledge application, rather than simple reproduction of information. We mention that starting with the academic year 2023-2024, "Ştefan cel Mare" University of Suceava recommends that in the case of written exams, there should also be an oral component that aims at a direct interaction between student and evaluator, who can thus realize the depth of comprehension of the content presented by the student, in the context of the risk of using generative artificial intelligence to cheat on exams through prompts given during the exam from the phone.

University regulations regarding the use of AI in education and in research and scientific writing reflect an evolving approach, seeking to balance the innovative potential of AI with maintaining traditional academic standards. The key principles guiding these policies include transparency, academic integrity, ethical education, and continuous adaptation to technological developments.

In Romania, although there are initiatives towards regulating the ethical use of A.I., a more systematic and coordinated approach at the national level is needed to ensure that universities are prepared to manage the challenges and opportunities offered by A.I. in the academic environment.

"Digital Creation" and the ethical implications of AI authorship

In the context of the current digitalization process, we are witnessing a fundamental reconfiguration of the notions of creativity and authenticity, especially in the field of artistic and academic creation. The emergence of artificial intelligence (AI) as a potential autonomous creator generates intense ethical debates, questioning traditional concepts of authorship and originality. Although there is currently resistance to recognizing AI as a legitimate author in prestigious publications, this position could evolve over time as artificial systems demonstrate revolutionary capabilities in advanced scientific fields and artistic creation.

The phenomenon of using AI in generating marketable content raises complex issues of authenticity and ethics in the cultural market. Major distribution platforms, faced with the proliferation of artificially generated content, are implementing control and transparency mechanisms, requiring

authors to declare the use of AI even for non-scientific works. These measures reflect a growing trend of regulation in the digital space, similar to norms in the academic environment.

However, the boundary between human and artificial creation is becoming increasingly blurred, especially in cases of human-machine collaboration. Human intervention in refining and augmenting AI-generated content creates hybrid works that can be perceived as original human creations, thus challenging current systems of authorship verification and attribution.

In this context, we note a trend towards stylistic uniformity in contemporary communication, contrasting with the traditional paradigm that style is a unique expression of the author. Currently, we observe a prevalence of simplified style, sometimes reduced to the excessive use of graphic elements such as emoticons.

In this complex landscape, the potential for beneficial and recreational use of AI technologies in the creative process is emerging. These can serve as tools for generating preliminary structures of works or for facilitating the documentation process by creating thematic bibliographic lists. However, a critical and vigilant attitude is necessary, as current AI systems are still prone to significant errors, especially in the field of documentation and bibliographic references.

This emerging reality requires a continuous reassessment of practices and ethics in the field of creation and research. The development of new competencies is necessary, both for creators and consumers, in order to navigate this hybrid human-machine landscape. The integration of AI into creative and academic processes must be accompanied by critical reflection on the role and limits of technology, as well as the development of ethical and methodological frameworks adapted to the new digital paradigm.

We appreciate that the relationship between artificial intelligence and human creation is shaping up to be an essential field of study and debate for understanding contemporary social and cultural transformations, requiring a nuanced and interdisciplinary approach in analyzing its long-term implications.

Ethical and legal aspects of artificial intelligence use

In the context of professional ethics, we are particularly concerned with the implications of using artificial intelligence in the legal field. We anticipate the possibility of developing systems capable of analysing cases and proposing resolutions, based on a vast knowledge base of legal information. While we recognize the potential of these systems to streamline

legal processes, we emphasize the need for careful human oversight to prevent errors generated by inaccurate or incomplete data. We draw attention to the potential use of artificial intelligence for criminal purposes, as well as the challenges it raises in law enforcement. We refer to media productions that illustrate sophisticated methods of evading the law, emphasizing that the integration of artificial intelligence into these strategies could significantly complicate efforts to detect and prevent crimes.

Regarding autonomous vehicles, we recognize the complexity of attributing responsibility in cases of incidents caused by errors in the artificial intelligence systems with which they are equipped. These and other similar issues require a reassessment of traditional legal concepts, such as guilt and responsibility, in the context of non-biological and non-conscious entities.

We anticipate the need for legislative changes, especially in the field of criminal law, to adapt the notion of guilt to emerging technological realities. We emphasize the potential of artificial intelligence systems to assimilate social behaviors, including illegitimate conduct, through social learning algorithms, which raises complex questions regarding the attribution of at least criminal responsibility.

Model of institutional ethics policy regarding the use of AI in education and research

[Name] University recognizes the transformative potential of artificial intelligence (AI) in the field of education and academic research. At the same time, we are aware of the ethical and methodological challenges raised by the integration of this technology. This policy aims to establish an ethical and practical framework for the use of AI within our institution, ensuring academic integrity and promoting responsible innovation.

General Principles:

a) Transparency: The use of AI in any academic activity must be explicitly declared and documented.
b) Academic Integrity: AI should be used as an assistance tool, not as a substitute for critical thinking and human creativity.
c) Responsibility: AI users (students, faculty, researchers) assume responsibility for the final content produced.
d) Fairness: Access to and use of AI must be equitable for all members of the academic community.

Use of AI in the educational process:

a) Faculty:
- May use AI for preparing teaching materials, with explicit mention of this fact.
- Are encouraged to integrate education about AI into the curriculum, where relevant.
- Must adapt assessment methods to reflect the realities of the AI era.

b) Students:
- Can use AI as an assistance tool in learning and research, with explicit declaration of this fact.
- Must demonstrate understanding and critical application of AI-generated information.
- Cannot present content entirely generated by AI as their own.

Use of AI in research:

a) Researchers must explicitly declare the use of AI at any stage of the research process.
b) AI-generated content must be verified and validated by researchers before use.
c) AI cannot be listed as an author or co-author of scientific papers.
d) The use of AI in data analysis must be detailed in the methodology section of the papers.

Evaluation and examination:

a) Written exams will include an oral component to verify deep understanding of the subject matter.
b) Final study papers must include a statement regarding the use of AI.
c) Evaluation methods will be developed to test the practical application of knowledge, not just the reproduction of information.

Professional development:

a) The university will offer training courses for faculty and researchers on the ethical use of AI.
b) Regular workshops will be organized for students on the ethics of using AI in education.

Detection and sanctions for improper use:

a) Tools for detecting AI-generated content will be implemented, adapted for the Romanian language [or the language of the university adopting this ethics policy].

b) Undeclared use of AI in academic work will be considered a form of academic fraud.
c) Sanctions will be established based on the severity of the violation and will be included in university regulations.

AI ethics committee:

a) A specialized committee will be established to oversee the use of AI within the university.
b) The committee will periodically review this policy and propose updates based on technological and ethical developments.

Collaboration and partnerships:

a) The university will collaborate with other academic institutions and regulatory bodies to develop common standards.
b) Partnerships with industry will be encouraged to ensure the relevance of student preparation in the context of AI.

Research in AI ethics:

a) Interdisciplinary research on the ethical implications of AI in education and society will be encouraged.
b) The results of these research efforts will be integrated into institutional policies and practices.
c) Ethical counseling sessions will be conducted for faculty, researchers, and students to evaluate and identify ethical solutions to dilemmas arising from the use of AI for academic purposes.

Review and adaptation:

a) This policy will be reviewed annually to reflect rapid developments in the field of AI.
b) An open dialogue with the academic community will be maintained to address emerging challenges.

By implementing this policy, [Name] University aims to create an academic environment that harnesses the potential of AI while maintaining high standards of integrity and academic excellence. We encourage all members of our community to approach the use of AI with responsibility, creativity, and critical thinking, thus contributing to the formation of an ethical culture in the digital era.

Conclusions

In light of the analysis conducted, a complex picture emerges of the impact of artificial intelligence on contemporary social structures, with profound implications especially for the fields of education and academic research. We are witnessing a fundamental reconfiguration of the social space, marked by an increasing virtualization of human interactions and a redefinition of the concepts of presence and proximity. This paradigmatic transformation requires a critical re-evaluation of traditional practices and values, demanding continuous adaptation of ethical and normative frameworks to emerging technological realities.

In the educational sphere, the emergence of AI as an assistance tool in teaching and learning necessitates a redefinition of the educator's role and a recalibration of pedagogical methods. The challenge lies in beneficially integrating these technologies while maintaining the undeniable value of human interaction and the development of critical thinking. A balanced approach is required, one that harnesses the potential of AI as a tool for augmenting cognitive capabilities, without undermining the fundamental processes of intellectual formation and development.

In the field of academic research, the issue of authorship and intellectual integrity in the era of generative AI demands increased attention. The need for clear and coherent ethical policies regarding the use and disclosure of AI contribution in academic production becomes imperative. The scientific community faces the challenge of developing ethical and methodological standards that encourage AI-facilitated innovation while maintaining the rigor and authenticity of research.

We also observe the emergence of a new social paradigm that we could characterize as "post-plagiarism," in which traditional boundaries of originality and intellectual property become increasingly blurred. This reality necessitates a reconsideration of the concepts of creativity and authenticity, as well as an adaptation of academic evaluation and recognition systems.

The future of research in this field should focus on developing integrative models that harmonize the potential of AI with essential human needs and values. This involves an interdisciplinary approach, combining sociological, ethical, technological, and educational perspectives, to transcend the complexities of the digital era and shape a future in which technology serves and augments, rather than undermines, human potential.

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