

ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION AND TEACHER TRAINING: RESPONSIBLE INTEGRATION AND IMPACT

Carmen- Olgața BREZULEANU¹, Iuliana ROATĂ², Raluca ZAHARIA¹, Florin Andrei PĂDURARU¹, Alin Mihnea LUPAȘCU¹, Mădălina-Maria BREZULEANU³

e-mail: olguta.brezuleanu@iuls.ro

Abstract

This paper aims to investigate the impact of artificial intelligence (AI) on higher education and teacher training with a focus on responsible integration and ethical implications. The study was conducted at the university level and combined the application of a questionnaire to a sample of respondents: students, doctoral students, Department for Teacher Training students, teachers and case studies (Ali Z., *et al.*, 2025; Brezuleanu M-M. *et al.*, 2025). This study showed that AI is mainly perceived as a tool to support documentation, personalization of learning and data analysis, but there are also challenges such as lack of staff training, digital dependency and reduced critical thinking (Castillo-Martínez I. M. *et al.*, 2024; Wang S., *et al.*, 2024). The results highlight both the perceived advantages (quick access to resources, personalization, research support) and the main barriers (insufficient resources, cultural reluctance, ethical issues). At the same time, the analysis highlights the importance of respecting the principles of digital ethics and promoting good academic practices as essential benchmarks for the responsible integration of AI. The conclusions emphasize that AI can contribute significantly to the modernization of the educational process and the training of future teachers, provided that it is integrated in an ethical, equitable and didactically guided manner, in support of smart agriculture and sustainable development.

Keywords: artificial intelligence, teacher training, digital ethics, good university practices, smart agriculture