

Perceptions and Ethical-Pedagogical Challenges of University Professors in the use of Generative Artificial Intelligence in Academic Evaluation

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ABSTRACT:

The objective of this study was: To analyze the perceptions and ethical-pedagogical challenges of university teachers in the use of generative artificial intelligence in academic evaluation. Therefore, the following theoretical nodes are addressed. Methodologically, it ventures into the quantitative approach, assuming a descriptive level of transactional cut, a population of 4,200 university actors was assumed, distributed in 1,500 students and 2,700 teachers. Questionnaires and standardized tests were used as techniques. The validity of the content was located at > 0.85 and the reliability was estimated by Cronbach's alpha coefficient, determining 0.912 for the general scale. As results, a marked asymmetry of technological adoption was obtained. 78.4% of students ($n = 682$, grouping options 4 and 5) continuously use generative AI to prepare academic papers, with an overall mean of $\bar{X} = 4.12$ ($SD = 0.81$), which incorporates the trend in the range of "Agree". In dissonance, only 32.1% of teachers ($n = 503$) report incorporating these tools in instructional planning, yielding a mean of $\bar{X} = 2.65$ ($SD = 1.15$) and a mode of $Mo = 2$ ("Disagree"). This discontinuity shows the academic challenge, since the tool is widespread among

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students, but not used in formal curricular design and didactic innovation.

Keywords: Perceptions, ethical-pedagogical challenges, generative AI, academic evaluation, university teaching.

1. Introduction

In the context of contemporaneity, society has moved towards the integral development of its intellectual future, a clear example of this being technological development a fundamental catalyst for the transformation of the community in multiple dimensions. Education, as an integral part of this social fabric, has not been alien to these changes, becoming a formative continuum that is intertwined with emerging technologies, not as substitute agents, but as integrative allies that complement a multi-referential training in learning.

From this perspective, artificial intelligence (AI) has emerged not as a threat to human thought, but as a powerful ally that offers new perspectives and tools in the educational field. It has begun to occupy a prominent place in higher education, especially in academic assessment, where students resort to its generative conception to present their intellectual constructs as their own cognitive gaps. However, this technology allows for a deeper analysis of the ethical-pedagogical perceptions and challenges faced by university teachers. According to Luckin et al. (2021), AI in education can improve the personalization of learning and provide instant feedback, facilitating a more adaptive and efficient learning environment.

This leads to reflection and resignification of its use in academic training and teaching praxis, in order to give it a conscious use, articulating the organic with the synthetic. However, the use of generative AI in academic assessment raises significant ethical questions, such as: Do university students and teachers have the ability to employ AI as a complement in intellectual production without abandoning human thought? Therefore, the ability of these technologies to create original content and assess student performance requires careful reflection on their impact on the educational process. As Floridi

(2019) points out, it is essential to consider how these tools can influence the authenticity of assessments and academic integrity.

It is necessary to achieve transitivity in its use, so that academic action is an axiological showcase of cognitive production, since one of the main challenges facing the use of AI in education is to ensure that these tools are used ethically and responsibly. This implies not only protecting the privacy of students, but also ensuring that assessments are fair and equitable, assuming individual competencies and learning. AI should be seen as a complement to human judgment, not as a substitute. From this perspective, Selwyn (2020) assumes that teachers must be trained to understand and manage these technologies effectively, ensuring that they are aligned with the pedagogical and ethical objectives of higher education.

It is crucial to address teachers' perceptions of the use of AI in their students' academic assessments. Transparency and intellectual relevance in how these tools are used and how their results are interpreted is essential to maintain trust in educational actors. For Williamson (2022), clear communication about the role of AI in the educational process can mitigate concerns and foster greater acceptance among students. Transforming the way it is used to study and the way it is perceived for academic assessment from the perspective of the university teacher.

Consequently, as artificial intelligence continues to evolve, its integration into university education promises to radically transform how learning and assessment are conceived, therefore, mechanisms must be created where they coexist in a way that enhances human thought, creativity and cognition. Universities have the opportunity to lead this change, incorporating emerging technologies in a way that enriches the educational process and prepares students to face the challenges of the modern world, training

teachers in their formative and evaluative integrity.

Based on these considerations, a latent problem with the growing integration of generative AI in the educational field is contextualized, considering as the main axis the displacement of organic thinking by synthetic thinking. This transition not only affects the way in which students process and produce knowledge within teaching assignments, but also introduces crucial ethical and pedagogical challenges for the role of university teaching, especially with regard to academic evaluation, considering a fact in which the competencies and learning developed by students are measured.

One of the main causes of this substitution is the accessibility and efficiency offered by AI tools, since everyone can access them without in-depth technical knowledge. Another aspect is due to academic stress, as many students face constant pressure to meet high academic demands in short times, which leads them to resort to these technologies as shortcuts. A reality that, according to Floridi (2019), represents a profound problem, a reflection that invites introspection for tares and true practical, useful and contextualizable training. However, resorting to AI as a stimulus or excuse for study capacity can result in a dependence that undermines their ability to develop critical and creative skills essential for the comprehensive training of future professionals.

These actions trigger a series of profound consequences. In perspective, academic integrity is put at risk, reducing organic thinking for comfort and disdain for learning, since assessments may not reflect the student's true understanding or effort. In addition, teachers face the challenge of adapting their teaching and assessment methods to detect and mitigate the misuse of AI, not as a punitive action, but as a dimension that develops critical and reflective thinking. As Selwyn (2020) points out, it is imperative that educational institutions develop clear policies and pedagogical strategies that integrate these technologies ethically and

responsibly, not from a veto, but from a conscious and integrative use.

To address these challenges, it is crucial to foster a continuous dialogue between educators, students, and technology developers. The implementation of digital literacy programs that teach students to use these tools ethically and effectively is a prevailing need. Likewise, teachers must be trained to recognize and value critical and creative thinking in their evaluations. Based on this reality, the need arises to address this problem through the general objective: To analyze the perceptions and ethical-pedagogical challenges of university teachers in the use of generative artificial intelligence in academic evaluation. Therefore, the following theoretical nodes are addressed.

Generative AI: Notions of Utopian Thinking in University Teaching

In the complex academic dynamics of university students and teachers, generative AI is emerging as a revolutionary tool in the field of higher education, promising to transform the way in which knowledge is taught and received, but this action must be contingent on the development of learning and educational intellectualization, favoring the minds of future professionals and guaranteeing socio-labor, scientific, academic and technological stability.

In this sense, generative AI has the potential to personalize learning at an unprecedented level. According to Dosser (2022), these technologies can analyze large volumes of data about students to adapt educational content to their individual needs, learning styles, and rhythms. This not only improves the effectiveness of learning, but also promotes inclusion by catering to students with diverse abilities and backgrounds. From this perspective, it emerges as a study assistant, who accompanies and tutors learning, not that which replaces it.

In turn, it can free teachers from repetitive administrative tasks, allowing them to focus on more creative and pedagogical activities. From this approach, Holmes et al. (2023) highlight how AI systems can take care of automatic assessment and initial feedback, allowing teachers to spend

more time on direct interaction with students and innovative curriculum development. Here, administrative arboreal can be reduced, enhancing pedagogical directionality for learning and the development of pragmatic intellectual capacities.

However, this utopian future is not without its challenges. Over-reliance on AI could lead to a dehumanization of the educational process. As Selwyn (2023) points out, there is a risk that human interaction, indispensable for students' critical and emotional development, will be reduced if machines take on too central a role in teaching. Therefore, personalization, interaction, and reflective processes must be addressed in university education. In addition, their implementation raises significant ethical questions. The privacy of student data and the inherent bias in algorithms are critical concerns that need to be addressed to ensure that these technologies benefit all students equitably. According to Binns (2023), it is crucial to establish clear ethical frameworks and regulations that guide the responsible use of AI in educational contexts.

The Ethical-Pedagogical Dilemma of the Use of Generative AI in Academic Assessment

In the field of education, the incorporation of advanced technologies has significantly transformed pedagogical and evaluative practices, weighing down ambiguities from the positioning of AI in academic activity. Among these innovations, generative AI has emerged as a powerful tool, capable of generating complex and adaptive content. However, its use in academic evaluation poses an ethical-pedagogical dilemma that deserves careful reflection.

As generative AI, a tool capable of producing text, images, and even simulations, it offers opportunities to personalize learning and tailor assessments to students' individual needs (Johnson, 2023). However, its implementation in assessments raises ethical concerns related to cognitive authenticity and educational equity. The possibility for students to use AI to generate answers raises questions about academic integrity and the true reflection of acquired competencies.

One of the main concerns is the authenticity of the work being assessed. According to Smith (2023), the use of AI in assignments and exams can lead to a disconnect between the work presented and the student's actual skills. This challenges the fundamental purpose of assessment, which is to accurately measure student learning and capabilities. In turn, unequal access to advanced technologies can exacerbate existing inequalities in the education system. Students with limited access to AI tools may find themselves at a disadvantage compared to their peers who do have these technologies (García & López, 2023). This disparity not only affects equity in assessment, but also perpetuates wider educational gaps, afflicting competitive curriculum dominance and emphasis.

From an academic perspective, it is crucial to reconsider assessment methods in a context where generative AI is present. Rather than relying exclusively on traditional tests, educators should explore more holistic assessments that integrate critical thinking, creativity, and the practical application of knowledge (Rodríguez, 2023). This not only mitigates the risk of over-reliance on generative tools, but also promotes deeper and more meaningful learning, diversifying teaching, by contextualizing them in the multisensory aspects of learning.

2. Methodology

With the overwhelming incorporation of generative AI, the higher education landscape has been reconfigured at a global level. Tools based on large-scale language models (LLMs) have not only transformed learning and research processes, but have also called into question traditional assessment architectures, subordinating ways of learning from a multisensory perspective, contextualizing the topic and curriculum to the demands of the students. In this context, an ethical, pedagogical and methodological dilemma arises, while students progressively adopt these technologies for task solving and information synthesis, teachers face the need to redefine their training dynamics and learning measurement criteria,

placing themselves in the mechanism of really valuing effort, learning and school ethics.

For this reason, it is imperative to address this problem rigorously, to apply the quantitative approach, which allows objectifying social and educational phenomena through the operationalization of variables, the systematic collection of data and structured statistical analysis, whose measurable process allows the generation of numerical and generalizable knowledge. This study examines the educational, formative and evaluative dynamics associated with the use of generative AI in a population of Ecuadorian university students and teachers, using the IBM SPSS Statistics software as a platform for the processing, analysis and description of the behavior of the data collected in the field of study, achieving an identification and analysis of the study variables.

Quantitative research is based on the objective measurement and quantification of the study variables through formal statistical treatment, based on a factual ecology that does not seek to alter the units of study (Hernández & Mendoza, 2018). Likewise, the study was oriented at a descriptive level, since its purpose is to specify the properties, characteristics and profiles of educational actors in the face of the phenomenon of generative AI, independently and jointly measuring various thematic dimensions that emerge from the study context, without intentionally manipulating the variables, since the objective is: to analyze the perceptions and ethical-pedagogical challenges of university teachers in the use of generative artificial intelligence in academic evaluation.

Assuming contextualization and factual ecology, the study is instituted in the postulates of field research, developed in the real environment where the events occur, whose context and units are represented by the classrooms and institutions of higher education in Ecuador. This approach allowed to perceive the experiences experienced by those involved in their daily contexts of academic training and evaluation.

A non-experimental, cross-sectional design was assumed. It is non-experimental because the phenomena were observed as they manifest themselves in the educational reality, without intervention, direct control or manipulation of the independent variables, a representative natural manifestation is prescribed. In turn, it is cross-sectional because the data collection was carried out in a single time frame, assuming a fully defined population (Arias, 2012). On the basis of this organic composition, it is assumed that the object of study was made up of a universe of 4,200 university actors belonging to the Ecuadorian higher education system, distributed in 1,500 students and 2,700 teachers.

Whereas, in order to guarantee the representativeness and scientific validity of the research, stratified probabilistic sampling was applied, described as the structuring of aspects or units of a population with different characteristics (Palella & Martins, 2010). The stratification was established according to the institutional role (students and teachers), setting a sampling ratio of 58% of the total of each population stratum. This procedure ensures that each subgroup proportionally retains its numerical weight in the final representative sample.

Table 1: Characterization of the population and study sample

Population Strata	Population (Ni)	Sample Ratio (%)	Representative Sample (ni)	Percentage of Total Sample (%)
University Students	1 500	58,0 %	870	35,71 %
University Professors	2 700	58,0 %	1 566	64,29 %

Total Global	4 200	58,0 %	2 436	100,00 %
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Source: The Author (2026).

For the collection of empirical data, standardized techniques were used in accordance with the positivist paradigm and quantitative approach, where, mainly, standardized tests and tests were used, elaborated singularly to evaluate: Dimension 1, pedagogical use and formativity; Dimension 2, academic evaluation and integrity; Dimension 3: digital competence and technological bias. Likewise, a survey was used through the administration of questionnaires as data collection instruments, which corresponds to a structuring based on a Likert-type scale (from 1 = Strongly disagree to 5 = Strongly agree). The instruments were structured in three key thematic dimensions:

As a procedure prior to the application of the research instruments, they were subjected to the expert judgment validation technique, whose content validity index was > 0.85 . Reliability was estimated through a pilot test administered to 50 subjects outside the final sample, obtaining a Cronbach's alpha coefficient of 0.912 for the general scale, confirming an outstanding internal consistency, which avoids ambiguities and value biases that alter the objectivity and representativeness of the results (Sabino, 2014). The information was processed using the specialized IBM SPSS Statistics software (version 26.0).

3. Results

Table 2: Dimension 1, pedagogical use and formativity of generative AI

In this aspect or unit of analysis, the frequency, academic purposes and practical integration of generative artificial intelligence in the daily dynamics of learning (students, $n = 870$) and instructional planning (teachers, $n = 1,566$) are evaluated.

Item/Indicator	Strongly Disagree (1)	Disagree (2)	Neutral / Undecided (3)	OK (4)	Strongly Agree (5)	X^-	Me	Mo	SD
Q1. I use generative AI to produce academic papers.	31 (3.6%)	48 (5.5%)	109 (12.5%)	392 (45.1%)	290 (33.3%)	4.03	4.00	4	0.98
Q2. Generative AI makes it easier to study and understand complex concepts while studying.	22 (2.5%)	55 (6.3%)	96 (11.0%)	415 (47.7%)	282 (32.4%)	4.01	4.00	4	0.94
Q3. I consult generative AI as an assistant for solving exercises and problems.	18 (2.1%)	35 (4.0%)	88 (10.1%)	380 (43.7%)	349 (40.1%)	4.16	4.00	4	0.89

Q4. I believe that generative AI improves my learning processes.	26 (3.0%)	40 (4.6%)	102 (11.7%)	358 (41.1%)	344 (39.5%)	4.09	4.00	4	0.96
Global Average Dimension (Students)	—	—	—	—	—	4.12	4.00	4	0.81

Source: The Author (2026).

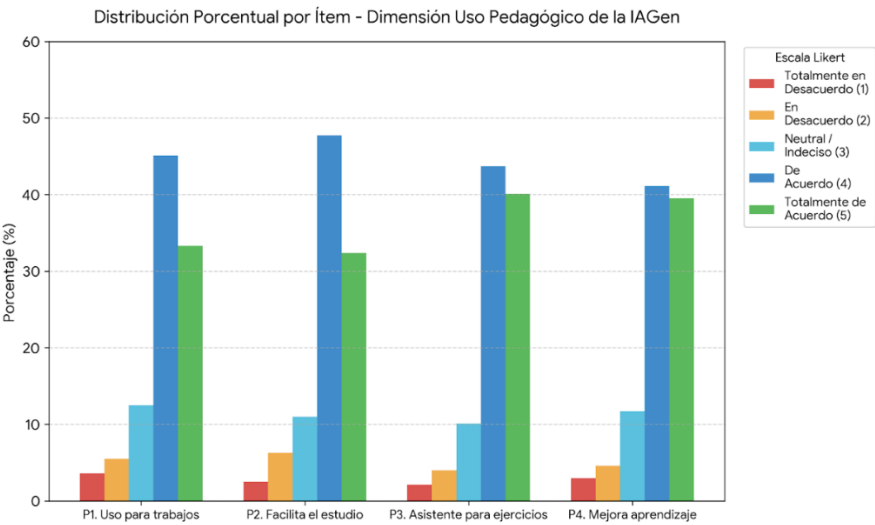


Figure 1: Graphic, pedagogical use and formativity of generative AI

Source: The Author (2026).

Table 3: Dimension 1.1: pedagogical integration of generative AI in teachers (n = 1,566)

Item/Indicador	Strongly Disagree (1)	Disagree (2)	Neutral / Undecided (3)	OK (4)	Strongly Agree (5)	$\bar{X}$	Me	M_o	SD
Q1. I actively integrate generative AI into my subject planning.	318 (20.3%)	512 (32.7%)	233 (14.9%)	341 (21.8%)	162 (10.3%)	2.69	2.00	2	1.28
P2. Designs of evaluative activities that explicitly incorporate the use of generative AI.	422 (26.9%)	580 (37.0%)	195 (12.5%)	245 (15.6%)	124 (7.9%)	2.41	2.00	2	1.22

Q3. I use generative AI to develop teaching resources or class guides.	280 (17.9%)	448 (28.6%)	288 (18.4%)	370 (23.6%)	180 (11.5%)	2.8 2	3.00	2	1.2 7
Global Average Dimension (Teachers)	—	—	—	—	—	2.6 5	2.0 0	2	1.15

Source: The Author (2026).

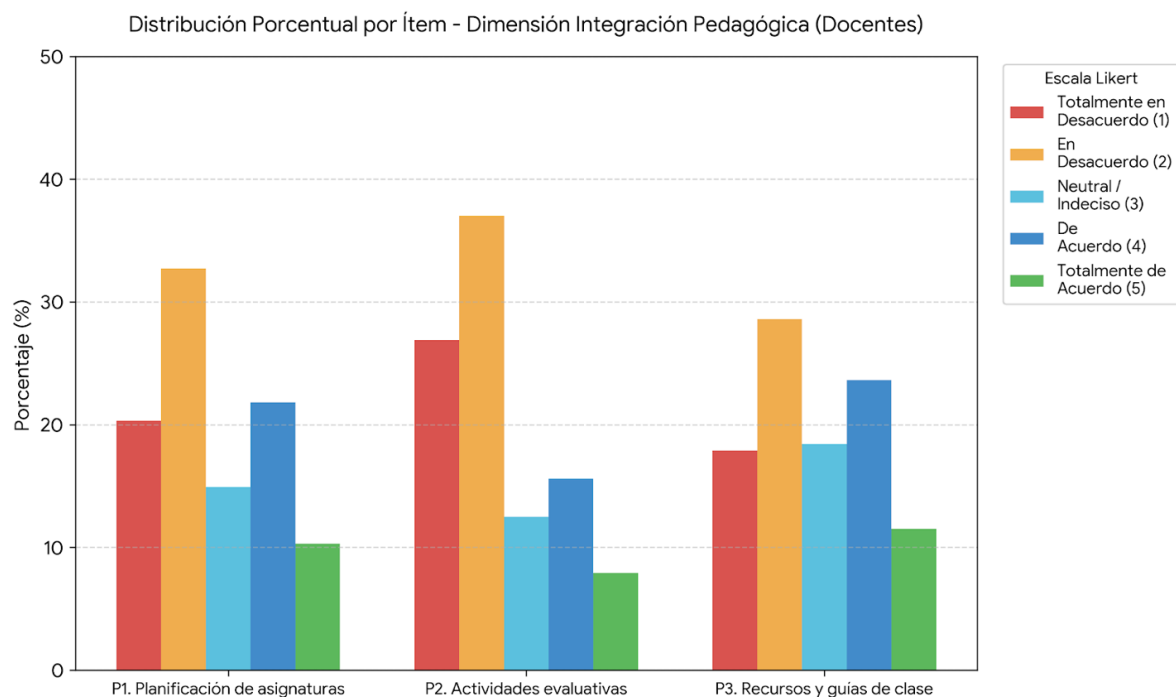


Figure 2: Graph: pedagogical integration of generative AI in teachers (n = 1,566)

Source: The Author (2026).

Thus, the results and cross-processing in SPSS reflect a marked asymmetry of technological adoption. 78.4% of students ($n = 682$, grouping options 4 and 5) continuously use generative AI to prepare academic papers, with an overall mean of $\bar{X} = 4.12$ ($SD = 0.81$), which incorporates the trend in the range of "Agree". In dissonance, only 32.1% of teachers ($n = 503$) report incorporating these tools into instructional planning, yielding a mean of $\bar{X} = 2.65$ ($SD = 1.15$) and a mode of $Mo = 2$ ("Disagree"). This discontinuity shows the academic challenge, since the tool is widespread in the student body, but not used in formal curricular design and didactic innovation.

In Dimension 2, academic evaluation and integrity, the results show a greater conceptual tension, where 82.6% of teachers ($n = 1 \setminus 294$, adding categories 4 and 5) perceive generative AI as an irreplaceable threat to the validity of traditional measurement instruments, reaching an average of $\bar{X} = 4.35$ ($SD = 0.72$) and an absolute mode of $Mo = 5$ ("Totally agree"). On the other hand, 64.5% of students ($n = 561$) argue that prohibiting technology is fruitless, that which mutilates thinking; instead, they propose reorienting evaluation towards training processes where the critical capacity for verification and the practical application of knowledge are judged,

valuing learning, competencies and organic production.

Regarding Dimension 3, digital competence and technological bias, the metrics describe an overall mean of $\bar{X} = 3.78$ ($SD = 0.94$). However, when stratifying the sample, it is observed that the teaching mode was $Mo = 3$ (neutral range) with a mean of $\bar{X} = 2.92$, which reveals a fragmented autodidacticism in the teaching staff regarding the operation of algorithms and prompt engineering. 81.9% of the total participants ($n = 1\ 994$) agree that universities must urgently implement institutional digital literacy and AI programs with an ethical approach, in order to change the way they are taught and learned, reconfiguring the processes of intellectual productivity from bioethics.

4. Discussion

Generative Artificial Intelligence has been established as a disruptive tool in the field of education, generating a significant debate about its integration into teaching and assessment processes, causing fear and uncertainty about its cognitive impact on university students, transforming teaching practices. In the university context, an asymmetrical adoption of these technologies is observed, where students seem to be one step ahead compared to institutions and teaching staff, often because they represent a generation born and developed in technology (Binns, 2023).

Generative AI refers to artificial intelligence systems capable of generating new and original content, from texts to images and music. Its application in higher education poses both opportunities and challenges, enabling a substantial change in academic dynamics. On the one hand, it can enrich learning by providing personalized resources and fostering creativity, disruptive thinking, and critical insights, when AI is correctly directed (Luckin et al., 2021). On the other hand, its use raises questions about the authenticity of student work and equity in assessment (Selwyn, 2020).

From this perspective, the quantitative analysis carried out using SPSS reveals a clear asymmetry

in the adoption of generative AI in universities. Students quickly integrate these tools into their daily learning, facilitating their domains in the development of daily assignments, while institutions and teaching staff advance at a slower pace, viewing them as enemies that will replace the pedagogical role. This discrepancy may be due to the lack of adequate training for teachers and to evaluation frameworks that have not adapted to the new technological realities. However, this reflection must evolve, as the organic, sensitive, and human cannot be replaced by the synthetic (Rodríguez, 2023).

Another reality evidenced is that the data suggest that prohibiting the use of AI tools is ineffective and unfeasible at a secular time, where technologies are galloping through the modern world. Instead, a restructuring of assessment rubrics is proposed to focus on competencies such as critical thinking and complex problem-solving, instead of traditional rote tests, disrupting cognitive reduction (Brown et al., 2020). This approach is not only more in line with the skills needed in the twenty-first century, but also recognizes the role of generative AI as a complementary tool to learning.

Incorporating generative AI into academic assessment poses several ethical challenges. Equity is a central concern: How to ensure that all students have equitable access to these tools? In turn, the question arises of how to preserve academic integrity in an environment where automatic content generation is possible (Baker & Smith, 2019). To address these challenges, it is imperative for institutions to develop educational policies that are adaptive and responsive to technological changes, generating disruptive learning systems. This includes not only updating assessment methods, but also providing continuous training to teachers so that they can effectively integrate these technologies into their pedagogical practice (Ertmer & Ottenbreit, 2010).

5. Conclusion

Assuming the framework of university education, it is evident that the incorporation of advanced technologies such as generative artificial

intelligence represents a paradigmatic change in the way in which academic evaluations are conceived and executed, demanding a profound transformation on what, how and for what purpose they are taught and learned. This study focused on analyzing the perceptions and ethical-pedagogical challenges of university teachers in the use of generative artificial intelligence in academic evaluation. Therefore, in light of its findings, the following conclusions and recommendations are presented:

Conclusions

Assuming the perception, most university teachers, although they feel uncertainty and fear, recognize the potential of generative artificial intelligence to enrich the evaluation process, transforming the cognitive potential of students from a disruptive training; valuing their ability to offer immediate and personalized feedback, as well as to identify areas for improvement in student learning, with this, the rubrics become valid from academic needs and interests.

However, from the ethical conception, there are significant concerns regarding the axiological directionality of the use of generative AI in evaluation, since teachers express concerns about equity, data privacy, and the potential algorithmic bias that could influence the results of evaluations, inhibiting the natural capacity for thought, its criticality, and reflexivity, with it, the extrapolation of what has been learned in the resolution of experiential problems.

On the other hand, the pedagogical challenges in the adaptability of emerging strategies and

didactic innovation. Favoring the pedagogical permeability of teaching methods to make the most of these technologies, which implies a learning curve and a change in traditional pedagogical strategies. Indiscriminately impacting the development of students' comprehensive competencies. To this end, it is essential to attend to teacher training, it is about having in the academic campuses, personnel trained in the conscious, ethical and methodological use of generative AI, to recreate reliable learning scenarios.

Recommendations

It is pertinent to implement continuous training programs for teachers that include the ethical and pedagogical use of generative artificial intelligence. As well as, to establish strategic inter-institutional alliances, to develop clear policies that guide the ethical use of generative AI in academic evaluation, for this, they must be progressively incorporated into classroom practices. To avoid biases and epistemic reductions, it is pertinent to promote critical thinking in both teachers and students regarding the use of advanced technologies.

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7. Author's statement

- Confirm the originality of the work
- Declare the absence of conflicts of interest

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