Thinking Ethically About GenAI-Assisted Educational Research

Principles, Practices, and Emerging Dilemmas

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PRACTICAL GUIDANCE AND TOOLS

Click "Open" to access each resource

AI in Human Subjects Research

Rutgers University

Sample informed-consent language for research involving AI, including explanations of how participants' information may be processed.

Open

Generative AI in Research: Disclosure & Documentation Guidance / Checklist

Macquarie University

A concise checklist for documenting and disclosing GenAI use. Developed in the Australian research integrity context and adaptable to other settings.

Open

AI Usage Cards

University of Göttingen

A customizable template for recording AI contributions across stages of a project, supporting transparency and accountability.

Open

Checklist for GenAI Use in Research

Sheffield Hallam University

Reflective questions for planning, conducting, and communicating GenAI-assisted research. Some linked guidance is specific to the UK institution.

Open

Research Privacy & Ethics in the Age of AI

The ResearchOps Review

A ten-point diagnostic worksheet on organizational safeguards, oversight, and research data governance. Originally developed for UX research; sign-up required.

Open

Examples and institutional guidance should be adapted to your study, approvals, policies, and research context.

WORKING WITH EDUCATIONAL DATA

Questions to ask before using AI

- ▹ Is the tool approved for the specific research use and type of student data?
- ▹ Which FERPA requirements, research approvals, and data-sharing agreements apply?
- ▹ What information will the provider collect, process, retain, or share?
- ▹ What safeguards protect students' information?
- ▹ Who at the institution can verify these arrangements?

Related guidance U.S. Department of Education: FERPA and online educational tools

These questions support institutional review; they do not establish FERPA compliance.

SELECTED READING Journal articles for further exploration

INSTITUTIONAL GUIDANCE

Ganguly, A., Johri, A., Ali, A., & McDonald, N. (2025). Generative artificial intelligence for academic research: Evidence from guidance issued for researchers by higher education institutions in the United States. *AI & Ethics, 5*, 3917–3933. DOI

DISCLOSURE

Resnik, D. B., & Hosseini, M. (2026). Disclosing artificial intelligence use in scientific research and publication: When should disclosure be mandatory, optional, or unnecessary? *Accountability in Research, 33*(2). DOI

BROADER SOCIOTECHNICAL ETHICS

Jordan, L. S., Johnson, M. W., & Wolgemuth, J. R. (2026). Risky collaborators: Qualitative research ethics in an era of algorithmic co-presence. *International Journal of Social Research Methodology.* DOI

ECOLOGICAL ETHICS

Jordan, L. S., Johnson, M. W., & Wolgemuth, J. R. (2026). The slow violence of the Anthropocene: Ecological degradation, qualitative ethics, and artificial intelligence. *Qualitative Inquiry.* DOI

REFLEXIVITY AND ETHICAL RESEARCH PRACTICE

Jordan, L. S. (2026). The algorithmic I: Reflexivity in postdigital qualitative inquiry. *International Journal of Qualitative Methods, 25.* DOI