International Journal on Culture, History, and Religion
https://ijchr.net | eISSN: 3028-1318

Received: March 18, 2025 | Accepted: August 7, 2025 | Published: August 19, 2025
Volume 7 Issue No. 1 | doi: https://doi.org/10.63931/ijchr.v7i1.152

Article

Ethics of Educational Innovations in the Context of Constant Change and Social Instability

Khrystyna Partsei[1], Lidiia Berezova[2], Viktor Pryimak[3], Svitlana Bilozerska[4] & Olena Kravchenko-Dzondza[4]

[1]Ivano-Frankivsk National Medical University, [2]State University of Trade and Economics, [3]Khmelnytskyi National University, & [4]Drohobych Ivan Franko State Pedagogical University

Correspondence: partseikhrystyna@inbox.lv

Abstract

This study aims to provide a theoretical and conceptual study of the peculiarities of the formation of ethics of educational innovations, considering the challenges of constant change and social instability. The paper belongs to a theoretical and conceptual review article. PRISMA's methodological approach was used, allowing the collection and screening of relevant research materials. In total, 50 material items were selected and subjected to theoretical analysis. The results indicate that ethical challenges that accompany the introduction of educational innovations are essential. The most common problems are accessibility and the digital divide, difficulties in protecting privacy and personal information, adherence to academic integrity, and the transformation of the role of teachers in the modern educational process. It has also been established that in Ukraine, because of Russian aggression, ethical crises are particularly noticeable, including in education, which is an integral part of public life. The conclusions emphasize the importance of establishing new feedback forms between students and teachers. To counteract the negative manifestations of the crisis, the article proposes the development and active implementation of adaptive mechanisms in education, which involves active digitalization and ensuring equal opportunities in access to the educational process.

Keywords: *ethical challenges, inclusive education, innovation ethics, societal resilience, transformative practices*

Suggested citation:

Partsei, K., Berezova, L., Pryimak, V., Bilozerska, S., & Kravchenko-Dzondza, O. (2025). Ethics of Educational Innovations in the Context of Constant Change and Social Instability. *International Journal on Culture, History, and Religion, 7*(1), 564-584. https://doi.org/10.63931/ijchr.v7i1.152

Publisher's Note: IJCHR stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Introduction

Educational innovations play an essential role in ensuring the quality and accessibility of education, and they are actively changing in the context of ongoing social and technological transformations. However, the dynamism of these changes can be accompanied by various ethical issues. Among them, the authors identified military conflicts and political instability that affect the growing moral dilemmas associated with introducing and using new technologies and the overall digitalization of education (Chernenko, 2024; Kimmons & Veletsianos, 2018).

In this regard, it is essential to consider the philosophical insights of thinkers such as Hans Jonas, who emphasized the *"ethics of responsibility"* toward future generations in the face of technological progress. Martin Heidegger's critique of technology warns against reducing human existence to mere utility. At the same time, Paul Ricoeur's narrative identity concept highlights education's role in shaping a coherent and ethically grounded self amid instability.

In addition, social instability caused by various crises, pandemics, and political changes is becoming more pronounced (Kubiv et al., 2020). In such circumstances, educational innovations can promote social cohesion and deepen the gap between different social groups. For this reason, it becomes essential to ensure the ethical responsibility of all participants in the educational process, from technology developers to teachers and government agencies.

However, there is currently a lack of a holistic ethical model for regulating educational innovations that describes the need for sustainable development in constant change. This justifies the need for this study and its relevance.

Thus, the main research problem is the lack of analysis of ethical models of educational innovation in the scientific discourse that would highlight the current challenges of constant change. In the current scientific discourse, the main ethical aspects of educational reforms are often described in a very fragmented manner, particularly without considering their impact on education, society, and personal development.

The lack of such research can lead to unequal access to education and a decrease in academic integrity. Therefore, the primary focus of this paper is to analyze the main humanistic guidelines in the learning process. In addition, the focus of the study is also aimed at analyzing the key ethical principles that govern the main educational innovations, as well as the development of specific recommendations for further integrating ethical standards into managing educational reforms (Grajo, 2024).

This study aims to provide a theoretical and conceptual understanding of the ethics of educational innovation that considers the challenges of constant change and

social instability (Danilyan et al., 2023). This study will allow us to describe the main ethical principles that should determine the implementation of innovations in education.

Accordingly, the key research questions are as follows:

1. What ethical principles and approaches influence the implementation of educational innovations in the context of social instability?
2. How do social instability and dynamic transformations affect the formation and implementation of ethical norms in educational innovation?
3. What recommendations can be developed to integrate ethical standards into educational innovation management?

Theoretical Framework and Literature Review

This literature review aims to identify the main theoretical approaches to ethics in educational innovation and to characterize the key contributions of the authors. In addition, the review also aims to identify the main gaps in current research in education, philosophy, and ethics. The literature review also includes an overview of classical and contemporary philosophical theories related to ethics and education, such as Jonas's ethics of responsibility, Nodding's ethics of care, existentialist approaches by Sartre and Camus, and critical pedagogy developed by Freire. Additionally, it considers post-humanist perspectives and theories of post-technological ethics.

Kant's deontological approach

Ethics is considered in modern scientific discourse through the lens of major philosophical and educational traditions. In particular, the deontological approach of I. Kant is critical, as he pointed out the moral duty and universal ethical principles that should regulate educational processes regardless of circumstances (Grincevičienė et al., 2019). Lunevich (2021) points out that, like any innovation, innovations in education, including critical digital pedagogy, take new ideas and practices and combine them in new ways to address key issues.

For centuries, debates about education have often included distinctions between instructors and educators, teaching and mentoring, and between education for the workplace and education for life. Lunevich (2021) points out that Kant explored education in his book On Pedagogy (Über Pädagogik). In this book, he argued that culture is constructive and consists of teaching and guidance (hence, it is a component of education). Helping learners apply what they have learned is called guidance. This

demonstrates the difference between a tutor or supervisor who mentors and guides his students and a private instructor who instructs.

While the latter prepares students for life, the former only prepares them for work (Lunevich, 2021). Within the framework of educational innovation, Sticker & Bakhurst (2021) state that Kant's approach involved ensuring equal access, academic integrity, and responsibility for major educational decisions.

Utilitarianism and technological ethics

In the works of philosophers J. Bentham and J. S. Mill, the phenomenon of utilitarianism focuses on maximizing the essential benefit to society (Zhang, 2023). Using a qualitative philosophical approach for a thorough and contextual study, Budiman's (2024) research described the phenomenon of distance learning in terms of John Stuart Mill's utilitarianism.

This study focuses on philosophical thoughts on current events, particularly the global trend of distance learning. The author used the paradigm of researching current issues (Budiman, 2024). The study found that, according to Mill's utilitarian ideas, distance learning can be seen as the best way to achieve happiness and benefit the greatest number of people.

Within the framework of utilitarian theory, other studies focus on the elements that contribute to the satisfaction of modern innovative learning, as well as address specific issues, such as the digital divide and the psychological impact of less social engagement (Taddeo & Miller, 2020; Tinker, 2019).

At the same time, attention should be paid to the concept of technological ethics formed by L. Floridi and J. Moore (Matusov & Marjanovic-Shane, 2018). The study by Huang (2023) outlines the central philosophical and moral foundations of using technology in education. The author draws attention to the issues of confidentiality, transparency, and ethical use of technology. The issue of ethical use of AI has also been addressed by other authors who pointed out the importance of legal regulation of AI in education (Connolly, 2023; Dwihadiah, 2024).

However, some critical perspectives emphasize the limitations of utilitarian and pragmatic models, which often overlook deeper philosophical aspects such as the existential meaning of education and human dignity. Current models frequently fail to incorporate ontological concerns and the broader moral context of innovation, particularly in times of crisis or societal fragmentation.

The concept of the ethics of justice and the ethics of care

The concept of ethics of justice, developed in the works of J. Rolls, points to the importance of ensuring equality of opportunity and protecting the most vulnerable groups (Costa, 2021). As shown in modern works in digital education or educational innovation, the ethics of justice means creating conditions for access to education regardless of socioeconomic status (Fiore, 2020; Ward, 2020).

The phenomenon of the ethics of care, proposed by philosophers C. Gilligan and N. Noddings, has identified the importance of empathy and social responsibility (Tuckwiller et al., 2024; Kitayama et al., 2022). Within the framework of modern educational innovations, this approach involves considering the individual needs of students and teachers when implementing essential technological solutions (Joorst, 2021).

Bergmark (2019) described the phenomenon of relationships between all participants in the learning process to ensure an equal and fair learning environment within the framework of an ethic of care. Modern scholars have pointed out the importance of introducing the ethics of authenticity into the modern educational process (Jackson, 2024; Li & Li, 2021; Mion & Beghini, 2019).

Hence, the strengths of modern research are that they have identified the basic ethical norms for innovation. In addition, modern authors have focused on digital ethics and the responsible use of technology. However, some gaps should be considered. There is a lack of a systematic ethical model in the current scientific discourse that aims to integrate social, technological, and educational aspects. In addition, there is a noticeable lack of analysis of ethical considerations in crises.

There is also an apparent absence of philosophical reflection on educational ethics within existential challenges, such as crises of meaning and the increasing fragmentation of social structures. These aspects require greater attention to construct a comprehensive ethical framework for innovation. Moreover, there is a need to evaluate the current ethical codes and regulatory documents that govern educational innovation.

A philosophical assessment of these frameworks, focusing on principles such as justice, care, and dialogue, can reveal whether they adequately respond to modern challenges, including technological expansion and increasing social uncertainty.

This aspect remains underexplored in contemporary academic discourse. This study aims to fill these gaps by proposing a new ethical model integrating philosophical principles into educational innovation.

Methodology

This paper belongs to the theoretical and conceptual type of review article. Accordingly, the primary type of research is qualitative.

The theoretical and conceptual review will analyze and systematize existing approaches to the ethics of educational innovations and develop recommendations for the ethical regulation of educational innovations.

This type of research has been chosen because it is the best for collecting up-to-date, relevant information on educational ethics and for generalizing and developing recommendations.

This conceptual review also draws upon philosophical methods such as hermeneutics (for interpreting ethical texts), phenomenology (for exploring the essence of moral dilemmas), and deconstruction (to reveal contradictions within normative ethical frameworks).

Sample and materials

The study uses a purposive sample to attract modern scientific materials. The study includes materials of various types: scientific articles, chapters from monographs, materials from conferences, and analytical studies.

The criteria for including scientific sources were based on the following aspects:

1. The study describes the peculiarities of the philosophical understanding of innovations in education.
2. The paper identifies the main innovations in education and their connection with ethical use.
3. Timeframe: from 2018 to 2025.
4. No geographical focus. Publications by different authors are considered.
5. The language of writing is English. However, individual works written in Ukrainian with an English abstract were submitted for inclusion.
    1. The exclusion criteria included the following aspects:

1. The study only partially describes the main innovations and partially presents their connection with ethics and philosophy.
2. All duplicate and incomplete articles were excluded.
3. Papers from unverified websites and papers with no scientific novelty were excluded.
4. Studies published in non-peer-reviewed journals were excluded.
5. Papers written in languages other than English were rejected.

Instruments and procedure

The PRISMA methodological approach is the primary tool for searching and collecting scientific materials. This approach is recognized by modern scholars and is considered necessary for conducting review studies.

This method was also chosen because it effectively collects relevant information and combines philosophical, pedagogical, and technological concepts. The scientific metric databases chosen for this purpose were Scopus, Web of Science, and Google Scholar.

The search queries included the following keywords: *"ethics"*, *"technology"*, *"major innovations"*, *"philosophy"*, *"regulation"*, *"digitalization"*, and *"ethical foundations"* (Fig. 1)

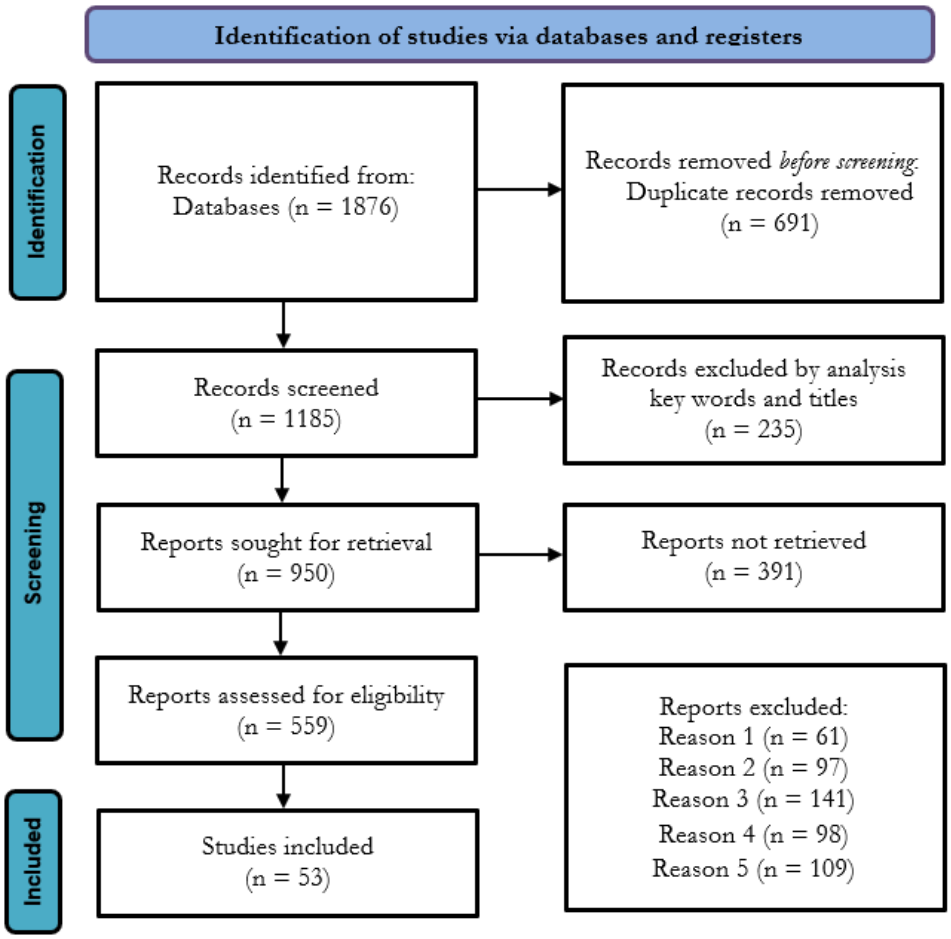

Figure 1. The process of collecting and screening scientific sources
Source: Author's development

A total of 1876 results were obtained. After that, all duplicates were removed (-691). Next, we rejected all the results that did not correspond to the content aspect. This was done based on the analysis of keywords and titles (-235).

After that, all the results that did not correspond to the subject matter were rejected based on the analysis of the general text (-391). Next, the five exclusion criteria

were used. Figure 1 shows all the stages of inclusion and collection of scientific materials.

Data analysis

The data was analyzed using Excel software. The thematic analysis method was used, which consisted of several steps. In particular, the first step involved a thoughtful reading of the collected scientific materials. The second step was the coding process, which involved forming key categories and dividing the text into parts. These parts were labeled with content codes. At this stage, a deductive approach was used, which involved the use of existing ethical theories to create preliminary codes: "academic integrity", "accessibility justice", and "digital ethics". Next, an inductive approach was used to identify new and unexpected topics.

In general, the principal codes are divided into the following parts:

1. Principles of an ethical environment: *"autonomy"*, *"integrity"*, and *"inclusion*".
2. Challenges of an educational innovation: *"digital divide"*, *"preserving academic integrity"*, *"privacy challenges"*, and *"transforming the role of teachers*".
3. The impact of social instability: "changes in the educational system", "ethical dilemmas", and "crises".

After that, the codes were clustered and combined into broader categories. Digital integrity includes data protection, ethics of innovation, and AI. The primary connections between the topics were identified, and the main ethical trends were described. The obtained data were subjected to comparative analysis by comparing them with the works of other contemporary authors.

The data were also subjected to content analysis, discourse analysis, and comparative analysis of philosophical and normative approaches to educational ethics. A dialectical method inspired by Hegel was used to synthesize opposing ethical paradigms, contributing to developing a new ethical framework for educational innovation that embraces ontological and existential dimensions.

Results

Current innovations in education allow for a new assessment and significant improvement of specific opportunities to enhance the quality of the educational process, provide broader access to knowledge, and motivate self-learning.

However, the ethical implications of these innovations require deeper philosophical reflection, especially considering the growing role of digital technologies and artificial intelligence in educational environments. While educational technologies

offer numerous benefits, they also challenge the traditional moral foundations upon which education has historically relied.

Essential aspects to consider are specific ethical challenges accompanying the introduction of educational innovations. In particular, the problem of accessibility and the digital divide, which the current war has exacerbated, is becoming critical.

Privacy is also an important issue, as it means reducing the digital footprint that could fall into the hands of malicious actors and significantly harm the educational process (Mubofu & Kitali, 2024).

Given these challenges, there is a need to analyze the ethical dimensions of innovations in education through a philosophical lens. This means addressing the most common risks and developing specific ethical frameworks and mechanisms to guide innovation responsibly. In doing so, education can better navigate the moral complexities introduced by digitalization and artificial intelligence, while remaining true to its deeper mission: cultivating morally grounded, critically thinking citizens.

On the other hand, the problem of plagiarism, cheating, and falsification of research papers requires a well-formed academic integrity policy. This, in turn, also affects the transformation of the role of modern teachers (Castigador, 2024).

Summarizing the main ethical challenges facilitates further work on eliminating their adverse consequences (see Table 1).

Table 1. The main ethical challenges in the context of modern educational innovations

№	Challenge	Description
1	The problem of accessibility and the digital divide	Given the intensive development of innovative technologies, there are well-founded possibilities for further deepening inequality in access to education. First, economic and technical difficulties and price barriers to service provision should be considered. Importantly, these issues are significantly exacerbated by Russia's aggression against Ukraine. As a result of this devastating invasion, some students were forced to emigrate, and others to relocate. Consequently, not everyone can afford the necessary digital tools (Azim & Shamim, 2019; Bingham, 2024). This creates an ethical problem when wealthier people have better access to technology than their poorer peers. John Rawls's idea of justice as fairness is essential in this regard, and it fits well with the importance of theorizing equal access to educational resources unrelated to background or social conditions (Costa, 2021).
2	Challenges of privacy and protection of personal information	Properly using digital platforms, search engines, and artificial intelligence systems will require that students and teachers carefully observe standards for maintaining confidentiality, countering personal information leaks, and so on (HAKIMI et al., 2021). One of the tasks is to reduce the digital footprint, which can fall into the hands of intruders and cause significant damage. Unfortunately, further deepening of digitalization will only intensify this process.

3	Preserving academic integrity	The problem of plagiarism, cheating, and falsifying scientific works is not new. However, the opportunities for falsification have increased significantly due to the use of digital systems. In particular, the automation of the educational process and the active use of artificial intelligence have created new challenges to the spread of plagiarism, the ethical challenges of actual authorship, and the assessment of students' fundamental knowledge and skills (Catchpoole, 2022). Against this background, technology development can become a complex ethical dimension problem associated with exploiting appropriate results.
4	Transforming the role of teachers in education	Traditional learning has undergone irreversible changes due to global quarantine restrictions. The proliferation of digital platforms and various innovative methods for organizing the educational process has made it possible to significantly revise traditional pedagogical roles (Catchpoole, 2022; Golod et al., 2022). Some approaches are outdated, requiring further adaptation of ethical standards for teaching, organizing the educational process, etc.

Source: Author's development

Hence, introducing educational innovations faces several ethical challenges, including those related to the new aspects of digitalization (Bezrukova et al., 2022) and governance, the crisis of traditional educational institutions, compliance with academic integrity, etc.

Ethical problems are also directly related to this process, which the consequences of Russian military aggression have significantly exacerbated, the effects of the global pandemic, growing social inequality and instability, and the economic challenges of stagnant production and services.

Education has also suffered considerable ethical losses. Therefore, given the proposed ethical challenges, the factors of response to them are also important (Fig. 2).

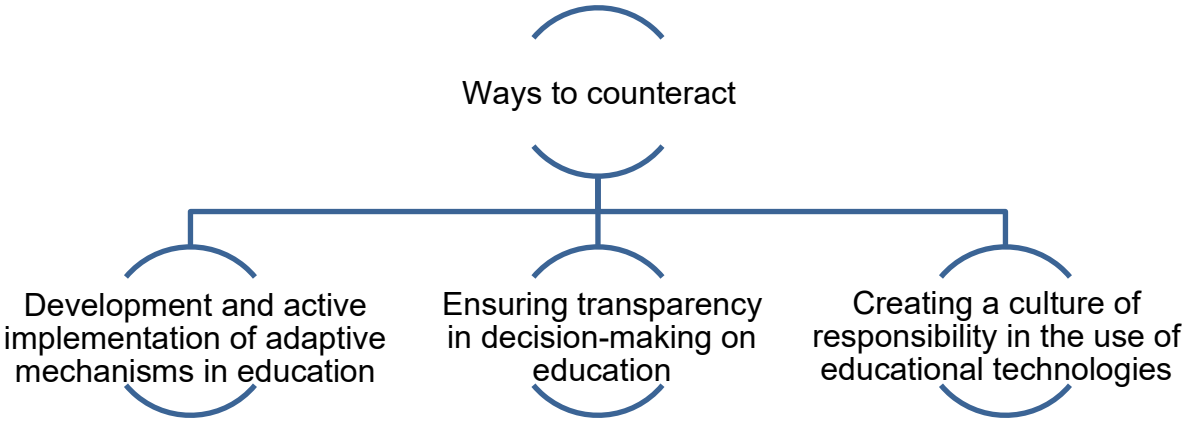

Figure 1. Ways to counter ethical challenges in modern education
Source: Author's development

The development and active implementation of adaptive mechanisms in education involves not only the process of digitalization and the provision of equal opportunities in access to education but also the critical need to integrate ethical

reflection rooted in moral philosophy and educational theory. Given the potential crises of an economic or social nature, these mechanisms must ensure functionality and align with philosophical principles of justice, respect, and human dignity.

Ensuring transparency in decision-making in education is not merely an administrative necessity but an ethical imperative. It reflects the application of core philosophical principles such as fairness, accountability, and the intrinsic value of each learner. Regulatory changes must be consistent, thoughtful, and philosophically grounded, forming the ethical infrastructure for a responsible digital educational environment (Gartner & Krašna, 2023). A culture of ethical engagement with digital tools should be cultivated, encouraging critical reflection, moral responsibility, and respect for the autonomy of students and educators.

Further developing a conceptual model for ethical support in implementing educational innovations requires a grounding in normative ethical theories. Deontological ethics, represented by Immanuel Kant's categorical imperative, insists on the universality of moral laws and the intrinsic worth of persons, which should inform the design and implementation of digital education systems (Lunevich, 2021). This involves setting universal ethical standards and ensuring that innovations respect the autonomy and rights of all participants.

Moreover, applying philosophical ethics in education entails developing mechanisms of ethical evaluation that go beyond technical efficiency. Drawing from global practices, independent audits of educational technologies and mechanisms for ethical feedback loops between students and teachers should be established (Stahl & Wright, 2018). These tools can foster a reflective educational culture and promote integrity, aligning with virtue ethics, which emphasizes moral character, and care ethics, which focuses on relationships and responsibility.

Using principles such as transparency, responsibility, inclusiveness, and sustainability is practically proper and consistent with the broader ethical vision of education as a moral and transformative process (Polishchuk et al., 2022).

These values resonate with the goals of educational philosophy, especially those articulated by thinkers like Nel Noddings and Martha Nussbaum, who advocate for an education that nurtures empathy, justice, and global citizenship.

Ethical support for educational innovation must move beyond policy frameworks and be deeply rooted in philosophical inquiry. This will ensure technological advancements contribute to learners' moral development and sustain the educational system's ethical integrity.

An equally important component is the formation and development of teachers' ethical competencies. Possible options for performing such tasks are curricula and training on the ethics of using educational innovations.

Considering current philosophical views on regulating ethical challenges in modern digital education is important. For example, Paulo Freire suggested the importance of a humanistic approach to education, involving learners in the educational process as equal participants.

The importance of gradually creating conditions that would meet the requirements of different social strata, including people with special educational needs, is a pressing task for achieving ethical balance (Connolly, 2023; Dwihadiah, 2024).

The following educational innovations must respond to the necessary transformations in any social environment, offer active adaptive models of education that can work effectively even in conditions of crisis or instability, and use the tools of both traditional learning and distance or blended learning (Schiff, 2021).

To overcome ethical challenges, it is relevant to form an open educational space in which all participants in the educational process can freely formulate their views, exchange ideas, discuss, jointly make decisions, etc. Accordingly, the ethical aspects of using educational innovations should be an obligatory element in forming the basic norms of educational policy.

In the future conditions of increasing social instability, especially considering the problems of ensuring equal access to educational innovations, it is essential to ensure the necessary protection of rights for all participants in the educational process, in terms of forming the necessary level of culture of compliance and preservation of academic integrity.

Certain conceptual principles can become reliable recommendations for the further formation of a scientific base on the specified issues and practical application of ethical dimensions in educational policy.

Discussions

Digital educational innovations directly influence the quality and availability of education. However, the active development of digital technologies can be accompanied by tangible ethical problems. The proposed article aims to provide a theoretical and conceptual understanding of the ethics of educational innovations, which considers the challenges of constant changes and social instability.

The research involved finding answers to ethical principles and approaches to using educational innovations in social instability, determining the impact of social

instability on the formation and implementation of ethical standards, and finding recommendations for further development of ethical standards in educational policy.

The suggested results indicate the importance of modern digital innovations in education, which allow the reevaluation of specific opportunities to improve the quality of the educational process. At the same time, important aspects for consideration are some ethical challenges accompanying the introduction of educational innovations.

The processing of theoretical material identifies problems such as challenges of accessibility and digital rupture, difficulty in protecting privacy and personal information, adherence to the norms of academic integrity, and transforming the roles of teachers in the educational process of the present. Other authors noted such problems and emphasized the importance of finding philosophical paradigms to overcome ethical problems (Häussermann & Schroth, 2019).

Costa (2021) noted the importance of D. Rowulz's principle that justice is honesty. Other researchers also point to the significant philosophical landmark of Hans Jonas, who noted the importance of the principle of responsibility for defining and overcoming negative ethical phenomena in the long run (Martineau & Cyr, 2023; Piragauta & De Oliveira, 2022). Scientists also pointed to compliance with traditional norms of ethics, which, despite the variability of external circumstances, still do not lose their importance (Safitra et al., 2023; Suri, 2019; Vainola, 2024).

The ethical model outlined in this study resonates with established philosophical frameworks. For instance, it draws upon Hans Jonas's principle of responsibility, emphasizing long-term moral obligations in the face of rapid technological change. Additionally, the model reflects aspects of Paulo Freire's dialogical pedagogy, especially its emphasis on inclusive, participatory learning environments. Moreover, the study indirectly relates to Nel Noddings's ethics of care, advocating for an empathetic, relational approach to education. This is evident in the concern for maintaining human dignity, teacher-student trust, and moral development within digitized learning processes.

Other scientists also emphasize biblical ideals, which are eternal for the philosophical understanding of ethics even in rapid digitalization (Catchpoole, 2022). Although some researchers point to the need for this aspect in education, the emphasis on the religious component is not perceived by all scientists (Lunevich, 2021; Piragauta & De Oliveira, 2022). The luminosity in learning remains a critical component.

The results cover the increased crisis of ethical phenomena in education due to political and social instability, especially in Ukraine. It is emphasized that the consequences of Russian military aggression significantly increase ethical challenges.

Such conclusions confirm the results of studies by other scientists who emphasize the importance of innovation for the development of social life, economy, education, and science (Kozlovskyi & Mazur, 2017; Papp-Danka, 2019; Safarli et al., 2024). Dzhym et al. (2023), Halachev (2024), and Halukha (2024) determine the importance of innovative technologies for the development of education.

Some scholars emphasize that there is no need to reduce ethical and moral requirements for themselves in difficult times, as it will not contribute to the end of the crisis and, at the personal level, will destroy consciousness (Muñoz et al., 2018). Such conclusions can be agreed upon, even if it is worth paying attention to empirical studies of specialists, which, because of the analysis of sociological surveys, proved the importance of a high personal ethical level during the war (Tsekhmister, 2024). This approach allows you to avoid the degradation of education as a social institution, even in the face of physical threats and the easy availability of digital technologies.

The results also draw attention to the possibility of counteracting the negative manifestations of the social and political crisis, through the development and active implementation of adaptive mechanisms in education, which involves active digitalization and ensuring equal opportunities in access to the educational process, ensuring transparency regarding decision-making in the field of education, and compliance with the principles of inclusiveness and sustainability. This process will be facilitated by the mechanisms of evaluation of innovations known in the world practice, which relate to the mechanisms of gradual independent audit of digital technologies and the establishment of new feedback forms between students and teachers. Such results confirm the conclusions of other scholars regarding the extent to which countering ethical challenges in modern education is an essential direction of targeted educational policy (Bobro, 2024; Nishiyama, 2019; Pla-Julián & Guevara, 2019).

In addition, experts rightly emphasize the relevance of comprehensive efforts to counter ethical challenges (Ray, 2023; Goradia, 2018; Grabowski, 2021). High efficiency was demonstrated by comprehensive solutions to increase digital competence and the introduction of new digital software tools to monitor compliance with academic integrity and other ethical principles. The practical value of the proposed model lies in the possibility of its integration into the policy of educational innovation through the development of ethical codes based on the philosophical principles of care, responsibility, and dialogue. Such codes can become an ethical framework for implementing new digital technologies in education, providing moral orientation in constant change and crises.

For further processing of the results obtained, it is worth considering that the methodology used in the study has limitations, which affect the data obtained in one way or another. First, the literature was selected according to precise criteria for both chronological and linguistic frameworks. This was influenced by not considering earlier works and studies that were not written in English chronologically. In particular, the PRISMA scientific approach used in the study made it possible to process the most modern scientific literature on the specified issues. However, ethical challenges as a research problem are not a new phenomenon, so there is a problem that some relevant ideas are presented in much older scientific literature.

Accordingly, the defined limitations open new directions for research. Future works will focus on the historical development of the ethical concept in education and determine the main stages of the evolutionary transformation of the ethical space in the modern education and science system.

Conclusions

Therefore, ethical challenges in times of total digitalization of educational processes are a complex aspect that needs analysis and thorough consideration. As a result of the review of philosophical concepts, the importance of modern digital innovations in education is indicated, allowing us to reassess individual opportunities for improving the quality of the educational process. At the same time, specific ethical challenges accompanying the introduction of educational innovations are essential for consideration. The most common problems are accessibility and the digital divide, difficulties with protecting privacy and personal information, compliance with academic integrity norms, and the transformation of teachers' roles in today's educational process. Due to Russian aggression in Ukraine, the intensification of crisis ethical phenomena is particularly noticeable. There is a need to emphasize the importance of a high personal ethical level of teachers and students. Such an approach makes it possible to avoid the degradation of education as a social institution, even in conditions of physical threat and easy accessibility of digital technologies.

An important aspect is counteracting the negative manifestations of the social and political crisis through the development and active introduction of adaptive mechanisms in education, which involves active digitalization and ensuring equal opportunities in access to the educational process, ensuring transparency regarding decision-making in the field of education, and observing the principles of inclusiveness and sustainability. This process will be facilitated by mechanisms for evaluating innovations known in world practice. These are associated with mechanisms for gradual independent audits of digital technologies and establishing new forms of feedback between students and teachers. Further studies should integrate philosophical analysis with empirical research to validate the proposed

ethical model. There is also a growing need to explore the implications of emerging paradigms such as posthumanism and AI ethics for educational innovation.

References

[1] Azim, S., & Shamim, M. (2019). Educational theories that inform the educational strategies for teaching ethics in undergraduate medical education. Journal of the Pakistan Medical Association, 1, 123–128. https://doi.org/10.5455/jpma.487

[2] Bergmark, U. (2019). Rethinking researcher–teacher roles and relationships in educational action research through the use of Nel Noddings' ethics of care. Educational Action Research, 28(3), 331–344. https://doi.org/10.1080/09650792.2019.1567367

[3] Bezrukova, N., Huk, L., Chmil, H., Verbivska, L., Komchatnykh, O., & Kozlovskyi, Y. (2022). Digitalization as a trend of modern development of the world economy. WSEAS Transactions on Environment and Development, 18, 120-129. https://doi.org/10.37394/232015.2022.18.13

[4] Bingham, C. (2024). Education and artificial intelligence at the scene of writing: A Derridean consideration. Futurity Philosophy, 3(4), 34–46. https://doi.org/10.57125/fp.2024.12.30.03

[5] Bobro, N. (2024). Conditions for enhancing students' information and intellectual activity in the digital environment. Collection of Scientific Papers. 233–237. https://doi.org/10.36074/logos-16.08.2024.045

[6] Budiman, R. (2024). Distance learning in John Stuart Mill's utilitarianism perspective. SOSHUM: Jurnal Sosial dan Humaniora, 14(2), 150–157. https://doi.org/10.31940/soshum.v14i2.150-157

[7] Castigador, D. (2024). Lived Experiences of Multigrade Teachers. International Journal on Culture, History, and Religion, 2(1), 59-63. https://doi.org/10.63931/ijchr.v2i1.52

[8] Catchpoole, V. (2022). Refocusing educational practice through an ethic of care. In The Palgrave Handbook of Educational Leadership and Management Discourse, (pp. 503–523). Springer International Publishing. https://doi.org/10.1007/978-3-030-99097-8_88

[9] Chernenko, O. (2024). The effectiveness of integrating artificial intelligence into traditional educational management methods to enhance the educational process quality. Journal of Education Culture and Society, 15(2), 533–547. https://doi.org/10.15503/jecs2024.2.533.547

[10] Connolly, R. (2023). From ethics to politics: Changing approaches to AI education. In Handbook of Critical Studies of Artificial Intelligence (pp. 493–503). Edward Elgar Publishing. https://doi.org/10.4337/9781803928562.00051

[11] Costa, M. V. (2021). Rawls' traces in contemporary philosophy of education. Theory and Research in Education, 19(3), 296–300. https://doi.org/10.1177/14778785211056151

[12] Danilyan, O. G., Dzeban, O. P., Kalynovskyi, Y. Y., Saltanov, M. V. (2023). Value aspects of the safe existence of social systems in an unstable world. Cogito, 15(4), 60-78. https://www.ceeol.com/search/article-detail?id=1335331

[13] Dzhym, V., Saienko, V., Pozdniakova, O., Zhadlenko, I., & Kondratenko, V. (2023). Intensification of sport activities in the process of training higher education seekers of various specialities. Revista Eduweb, 17(2), 43–53. https://doi.org/10.46502/issn.1856-7576/2023.17.02.4

[14] Fiore, E. (2020). Ethics of technology and design ethics in socio-technical systems. FormAkademisk - forskningstidsskrift for design og designdidaktikk, 13(1). https://doi.org/10.7577/formakademisk.2201

[15] Gartner, S., & Krašna, M. (2023). Ethics of artificial intelligence in education. Revija za elementarno izobraževanje, 16(2), 221–235. https://doi.org/10.18690/rei.16.2.2846

[16] Golod, N., Tolchieva, H., Bilyk, V., Romanenko, V., Boiagina, O., & Biriukova, T. (2022). The state of health of female students of a special medical group: Factors of deterioration and educational ways to improve. Revista Romaneasca pentru Educatie Multidimensionala, 14(3), 325–346. https://doi.org/10.18662/rrem/14.3/612

[17] Goradia, T. (2018). Role of educational technologies utilizing the TPACK framework and 21st century pedagogies: Academics' perspectives. IAFOR Journal of Education, 6(3), 43–61. https://doi.org/10.22492/ije.6.3.03

[18] Grabowski, M., & Robinson, E. P. (2021). Emerging issues in cyber law. In Cyber law and ethics (pp. 208–222). Routledge. https://doi.org/10.4324/9781003027782-12

[19] Grajo, J. (2024). The Emergent Works as Innovations of the 21st Century New Literature Curriculum: Their Implications to Pedagogy in an Evolving Literary Landscape. International Journal on Culture, History, and Religion, 5(1), 106-122. https://doi.org/10.63931/ijchr.v5i1.23

[20] Grincevičienė, V., Barevičiūtė, J., Asakavičiūtė, V., & Targamadzė, V. (2019). Equal opportunities and dignity as values in the perspective of I. Kant's

deontological ethics: The case of inclusive education. Filosofija. Sociologija, 30(1). https://doi.org/10.6001/fil-soc.v30i1.3919

[21] Halachev, P. (2024). Gamification as an e-learning tool: A literature review. E-Learning Innovations Journal, 2(2), 4–20. https://doi.org/10.57125/ELIJ.2024.09.25.01

[22] Halukha, L. (2024). Analysis of achievements and prospects for the use of innovative technologies in the study of the history of Ukraine. Revista Amazonia Investiga, 13(82), 81–90. https://doi.org/10.34069/ai/2024.82.10.6

[23] Hakimi, L., Eynon, R., & Murphy, V. A. (2021). The ethics of using digital trace data in education: A thematic review of the research landscape. Review of Educational Research, 91(5), 671–717. https://doi.org/10.3102/00346543211020116

[24] Häussermann, J. J., & Schroth, F. (2019). Aligning innovation and ethics: An approach to responsible innovation based on preference learning. Philosophy of Management, 19(3), 349–364. https://doi.org/10.1007/s40926-019-00120-1

[25] Huang, Y. (2023). Ethics and educational technology: Reflection, interrogation, and design as a framework for practice. (329 p.) Routledge. https://doi.org/10.1080/00131857.2023.2255370

[26] Jackson, L. (2024). Schools don't care: Rearticulating care ethics in education. Educational Philosophy and Theory, 212–221. https://doi.org/10.1080/00131857.2024.2367548

[27] Joorst, J. P. (2021). Why should ethics of care matter in education? Transformation in Higher Education, 6, a127. https://doi.org/10.4102/the.v6i0.127

[28] Kimmons, R., & Veletsianos, G. (2018). Public internet data mining methods in instructional design, educational technology, and online learning research. TechTrends, 62(5), 492–500. https://doi.org/10.1007/s11528-018-0307-4

[29] Kitayama, Y., Hashizaki, Y., & Osler, A. (2022). The ethics of care as a pedagogical approach: Implications for education for democratic citizenship. Educational Studies in Japan, 16, 31–43. https://doi.org/10.7571/esjkyoiku.16.31

[30] Kozlovskyi, S., & Mazur, H. (2017). Ensuring the stability of the modern economic system – the basis economic development. Investytsiyi: Praktyka ta Dosvid, 1, 5–12. http://www.investplan.com.ua/?op=1&z=5316&i=0

[31] Kubiv, S. I., Bobro, N. S., Lopushnyak, G. S., Lenher, Y. I., & Kozhyna, A. (2020). Innovative potential in European countries: Analytical and legal aspects. International Journal of Economics and Business Administration, 8(2), 250–264. https://doi.org/10.35808/ijeba/457

[32] Li, Y., & Li, W. (2021). A review of research on ethic of care in physical education and physical activity settings. Journal of Teaching in Physical Education, 40(1), 109–117. https://doi.org/10.1123/jtpe.2019-0143

[33] Lunevich, L. (2021). Critical digital pedagogy and innovative model, revisiting Plato and Kant: An environmental approach to teaching in the digital era. Creative Education, 12(9), 2011–2024. https://doi.org/10.4236/ce.2021.129154

[34] Matusov, E., & Marjanovic-Shane, A. (2018). Beyond equality and inequality in education: Bakhtinian dialogic ethics approach of human uniqueness to educational justice. Dialogic Pedagogy: An International Online Journal, 6. https://doi.org/10.5195/dpj.2018.236

[35] Martineau, J. T., & Cyr, A.-A. (2023). The art of learning: Introducing the SpaceJam pedagogical strategy for business ethics education. Academy of Management Proceedings, 2023(1). https://doi.org/10.5465/amproc.2023.150bp

[36] Mion, G., & Beghini, R. (2019). Developing virtue ethics in management: A case of an interdisciplinary educational approach. Development and Learning in Organizations, 34(4), 5–8. https://doi.org/10.1108/dlo-04-2019-0078

[37] Mubofu, C., & Kitali, L. (2024). Artificial intelligence in education: Ethics & responsible implementation. Journal of Interdisciplinary Studies in Education, 13(2). https://doi.org/10.32674/9rjyjp52

[38] Muñoz, E., García-Laso, A., & Martín-Sánchez, D. A. (2018). The challenge of transversal education through teaching ethics in engineering: From hubris to hybrid. In Philosophy of Engineering and Technology (pp. 239–249). Springer. https://doi.org/10.1007/978-3-319-71958-0_17

[39] Nishiyama, M. (2019). Ethics education. Concrete Journal, 57(2), 113. https://doi.org/10.3151/coj.57.2_113

[40] Papp-Danka, A. (2019). Digital lifestyle – digital citizenship – digital pedagogy. Opus et Educatio, 6(4). https://doi.org/10.3311/ope.344

[41] Piragauta, J. A. R., & de Oliveira, J. M. (2022). Do ethics and values play a role in virtual education? A study on the perception of students and teachers. Journal of Academic Ethics, 21, 343–356. https://doi.org/10.1007/s10805-022-09459-z

[42] Pla-Julián, I., & Guevara, S. (2019). Is circular economy the key to transitioning towards sustainable development? Challenges from the perspective of care ethics. Futures, 105, 67–77. https://doi.org/10.1016/j.futures.2018.09.001

[43] Polishchuk, O., Polishchuk, O., & Dudchenko, V. (2022). The philosophy of artificial intelligence in the educational process. Humanities Studies, 90(13), 103–109. https://doi.org/10.26661/hst-2022-13-90-12

[44] Ray, P. P. (2023). ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope. Internet of Things and Cyber-Physical Systems, 3, 121–154. https://doi.org/10.1016/j.iotcps.2023.04.003

[45] Safarli, C., Kolach, S., Zhyvko, M., Volskyi, O., & Bobro, N. (2024). Considering globalisation risks in the formation and implementation of international investment strategies. Pakistan Journal of Life and Social Sciences, 22(2), 10284–10293. https://doi.org/10.57239/pjlss-2024-22.2.00776

[46] Safitra, M. F., Alhari, M. I., Putri, D. P., Lubis, M., Fakhrurroja, H., & Praditha, V. S. (2023). Metaverse trend: Definition, application, opportunities, law, and ethics. In 2023 IEEE International Conference on Computing (ICOCO). (pp. 160–165) IEEE. https://doi.org/10.1109/icoco59262.2023.10397864

[47] Schiff, D. (2021). Education for AI, not AI for education: The role of education and ethics in national AI policy strategies. International Journal of Artificial Intelligence in Education, 32, 527–563. https://doi.org/10.1007/s40593-021-00270-2

[48] Stahl, B. C., & Wright, D. (2018). Ethics and privacy in AI and big data: Implementing responsible research and innovation. IEEE Security & Privacy, 16(3), 26–33. https://doi.org/10.1109/msp.2018.2701164

[49] Sticker, M., & Bakhurst, D. (2021). Kant on education and improvement: Themes and problems. Journal of Philosophy of Education, 55(6), 909–920. https://doi.org/10.1111/1467-9752.12631

[50] Suri, H. (2019). Ethical considerations of conducting systematic reviews in educational research. In H. Suri, Systematic reviews in educational research (pp. 41–54). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-27602-7_3

[51] Taddeo, M., & Miller, K. (2020). Introduction: Ethics and information technologies – History and themes of a research field. In The ethics of information technologies (pp. 1–12). Routledge. https://doi.org/10.4324/9781003075011-101

[52] Tinker, A. (2019). Communication ethics and the rejection of paternalism in John Stuart Mill's On Liberty. Communication Quarterly, 67(3), 312–332. https://doi.org/10.1080/01463373.2019.1596140

[53] Tsekhmister, Y. (2024). War, education and development: a pedagogical response to the challenges of modernity. Academia, 35-36, 1-8. https://doi.org/10.26220/aca.4999

[54] Tuckwiller, E., Fox, H., Ball, K., & Louis, St. J. (2024). More than just a "nod" to care: Expanding Nel Noddings' ethics of care framework to sustain educator resilience. Leadership and Policy in Schools, 1–18. https://doi.org/10.1080/15700763.2024.2311249

[55] Vainola, R. (2024). Evaluating the effectiveness of social media as a means of strengthening family values among young people. Futurity of Social Sciences, 2(4), 24–38. https://doi.org/10.57125/fs.2024.12.20.02

[56] Ward, C. (2020). Theories of justice underpinning equity in education for refugee and asylum-seeking youth in the U.S.: Considering Rawls, Sandel, and Sen. Ethics and Education, 15(3), 315–335. https://doi.org/10.1080/17449642.2020.1774721

[57] Zhang, Y. (2023). J. S. Mill on Bentham's incomplete mind. History of European Ideas, 392–408. https://doi.org/10.1080/01916599.2023.2267087