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OPINION

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OPINION ON THE ARTICLE: TRANSFORMATIONAL TRENDS IN HIGHER EDUCATION IN THE CONTEXT OF DIGITALIZATION: THE CASE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES

SUMMARY FOR THE EDITOR

The article discusses the transformations in higher education with the introduction of artificial intelligence (AI), highlighting its potential to personalize learning, automate tasks, and support academic management. It provides examples such as the virtual assistant Jill Watson and cites authors who highlight the advancements and challenges of AI in education. Although well-structured and relevant, the text adopts an overly optimistic tone, with little emphasis on ethical risks, privacy, and the impact on teachers. There is also repetition and a lack of depth in the practical experiences with using AI. With some adjustments, it could provide a more critical and balanced contribution to the debate.

ARTICLE ANALYSIS

INTRODUCTION

The article aimed to explore trends in the transformation of higher education within the context of digitalization, using artificial intelligence technologies as a case in point. AI enables institutions to better predict student outcomes, allowing early intervention for those facing academic challenges.

As can be seen in:

- Jill Watson: is a teaching assistant powered by AI technology. Jill can answer students' questions, organize discussions and even help correct assignments, relieving instructors of some administrative tasks and expanding students' access to educational support;
- The higher education sector: faces urgent challenges, requiring institutions to respond and adapt to the changes brought by this technology, as it has quickly been adopted as a revolutionary force in the field of education, with initial applications involving simple tools such as automated grading systems.

CRITICAL ANALYSIS

The article provides a comprehensive overview of the growing integration of AI in higher education, highlighting its transformative impacts on teaching methods, learning and institutional management.

However, despite the quality of the analysis, the article adopts a predominantly optimistic tone regarding the potential of AI, while the discussion of risks is somewhat superficial. The ethical implications, the impact on the role of teachers, and the risks of technological dependency could be discussed in more depth. Furthermore, there is a lack of practical examples of implementation in different educational contexts. Finally, throughout the article, similar ideas are addressed several times, just by changing the words.

STRENGTH OF THE ARGUMENT

The text is well-structured, with clear objectives, a transparent methodology, and results presented quantitatively and qualitatively. The central argument—that AI is radically transforming higher education and demands urgent, well-founded institutional responses—is supported by consistent evidence and a critical reflection on the pathways that could be taken.

LIMITATIONS AND OPPORTUNITIES

Although it addresses a relevant topic in the academic field, the article has some limitations, such as the lack of depth in exploring the perceptions of students and faculty regarding the use of AI, which limits the understanding of the practical experience and the subjective impacts of technology on daily educational life, among other aspects. What kind of pedagogical or institutional guidelines would you suggest to guide the ethical use of AI by students and faculty? How can universities balance the efficient use of data with respect for students' privacy and autonomy? In the absence of specific regulations on AI, how can universities anticipate and establish internal policies for responsible use?

DIALOGUE WITH OTHER AUTHORS

According to Baker (2016), the last decade has been marked by a rapid evolution of AI technologies, especially in the development of advanced learning platforms that provide personalized approaches, adapting content to the specific needs of each student. A notable example of this application is the Carnegie Learning system, mentioned by Chen et al. (2022), which has shown improvements in student performance through real-time adaptive and personalized exercises.

Makridakis (2017) complements this perspective by arguing that such technologies not only improve student retention rates, but also contribute to the creation of more responsive and welcoming learning environments. However, the use of AI in education is not without its challenges. Hussin (2018) points out that, as early as 2023, several institutions and experts

began to restrict the use of generative AI in academic contexts, due to concerns about academic integrity and the misuse of these tools.

In addition, ethical and security issues also emerge in this scenario. Rincon-Flores et al. (2020) warn about the risk of younger students inadvertently sharing personal data with digital platforms, emphasizing the importance of protecting the privacy of vulnerable groups. Similarly, Bialik, Holmes and Feidel (2022) emphasize the risks and ethical implications related to the use of tools such as ChatGPT in education, highlighting the need for responsible practices in the use of AI in academic environments.

CURRENT RELEVANCE

The use of artificial intelligence in higher education represents a structural change in the way education is taught, learned and managed. Technologies such as ChatGPT have been widely used by students and institutions for academic support, personalizing learning, and automating processes. At the same time, the exponential growth of these tools brings urgent challenges related to academic integrity, data privacy and ethics. Thus, the discussion on the responsible and strategic integration of AI in universities is fundamental to guaranteeing quality education that is ethical and aligned with the demands of the 21st century.

FINAL RECOMMENDATION

The research is well structured, with a clear methodological approach and consistent evidence, supporting the argument that AI is reshaping education and demands urgent institutional responses. However, the approach adopted by the authors tends to emphasize the benefits of AI without exploring in depth the risks and challenges, such as data privacy, technological dependence and the impacts on the role of teachers. In addition, there is a certain repetition of ideas throughout the text, which could be optimized to make the argumentation more concise and objective.

The article would benefit from a more detailed discussion of pedagogical guidelines for the ethical use of AI and institutional policies that balance innovation and academic integrity. With these corrections, the article will be able to offer a more balanced and in-depth contribution to the debate on the integration of AI in higher education.

MANDATORY CORRECTIONS

I request that you review the citations and references—all citations should be in the references, and references that are not cited should be removed. If suggestions for including additional references are made, adopting them is not mandatory for the article's acceptance,

and the decision remains at the discretion of the authors. Additionally, we request that all modifications be highlighted in yellow in the manuscript text.

Some other aspects that need to be submitted:

- ORCID;
- E-mail;
- Credit Authors filled out;
- All summaries must be adjusted to 150 words;
- The ethical implications, the impact on the teaching role, and the risks of technological dependency could be discussed in greater depth;
- It would be interesting to add practical examples of implementation in different educational contexts;
- Address the ideas of the danger of AI and its importance (and how it helps in the university environment) differently, because they sound the same in different parts of the text;
- Rephrase the Conclusion, as it does not present any new ideas, only what has already been covered in the text;
- What kind of pedagogical or institutional guidelines do you suggest to guide the ethical use of AI by students and teachers?
- In the absence of specific regulations on AI, how can universities anticipate and establish internal policies for responsible use?
- How can universities balance the efficient use of data with respect for students' privacy and autonomy?