Teens' Ethical Views on AI

Summary by Gazulla et al., (2025).

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This study examines how teenagers reason about AI ethics during three Finnish technology-learning activities. Students aged 13–16 reflected on fairness, privacy, autonomy, manipulation, data security and social consequences while interacting with AI-related tools. Their reflections revealed surprising depth: many connected AI ethics to personalised feeds, facial recognition, algorithmic bias and digital inequality. They worried about hidden data collection, persuasive technologies and how AI might shape identity or restrict opportunities.

Using an adapted ethical-thinking framework, the authors analysed student responses across consequentialist, rights-based and common-good perspectives. Even without formal instruction, many teens demonstrated emerging ethical literacy, grounding abstract principles in practical experiences.

The authors argue that this natural ethical sensitivity provides a strong foundation for curriculum planning. Instead of isolating AI ethics as a standalone unit, they recommend embedding ethical questioning across subjects—particularly digital citizenship, social studies and technology education. Ethical literacy, they conclude, must be taught as a habit, not a topic.

Implications for Practice

1. Embed ethical reasoning into AI-related activities across subjects.

2. Use real-world digital tools to provoke ethical discussions.

3. Encourage students to analyse AI's impact on daily life.

4. Integrate fairness, privacy and autonomy concepts in middle-school curricula.

Table 2.23.2

Item	Details
Context	Finland
Design	Retrospective qualitative
Participants	Teens (13–16 yrs)
Focus	Ethical reflections on AI
Contribution	Framework for youth AI-ethics thinking

APA Reference

Durall Gazulla, E., Hirvonen, N., Sharma, S., Hartikainen, H., Jylhä, V., Iivari, N., Kinnula, M., & Baizhanova, A. (2025). Youth perspectives on technology ethics: Analysis of teens' ethical reflections on AI in learning activities. *Behaviour & Information Technology, 44*(5), 888–911.
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