

Responses to the Reviewers Suggestions

Artificial Intelligence in Higher Education: Ethical Challenges, Governance Frameworks, and Student-Centered Pathways

Reviewer 1	Response
I suggest that adding 2–4 recent references (2022–2024) would strengthen the literature base and enhance the paper's currency.	4 recent references were added to strengthen the literature (2022-2024)
Additionally, numbering the references in the text would improve readability and alignment with standard publication formats.	The references were numbered to improve readability.
Reviewer 2	Response
Lack of Analytical Depth: While the paper summarizes the literature effectively, it often describes rather than critically analyzes. The author should engage more deeply with contradictions, tensions, or gaps in the existing scholarship—e.g., how ethical frameworks can realistically be operationalized in institutions with resource constraints.	Critical Synthesis: Contradictions, Tensions, and Gaps in Practice section was added on page 8 to describe how ethical frameworks can realistically be operationalized in institutions with resource constraints (pg 11-14).
Limited Theoretical Framework: The study would benefit from grounding its discussion in a clear theoretical model (such as sociotechnical theory, critical algorithm studies, or actor–network theory). This would strengthen conceptual coherence.	Sociotechnical theory was added to the framework literature to strengthen conceptual coherence (pg 2 -3).
Repetition and Redundancy: Several ideas—particularly regarding fairness, surveillance, and participatory design—are reiterated across multiple sections. The author could consolidate these to reduce redundancy and improve flow.	The key themes found in the literature regarding fairness, surveillance, and participatory design were consolidated to improve flow.
Balance Between Technical and Ethical Perspectives: The technological innovations section is descriptive but lacks a critical discussion on the	A critical discussion on the pedagogical implication of each innovation was added (pg 5-7) to discuss How do these technologies reshape teaching and learning paradigms beyond governance concerns.

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