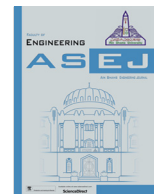




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Application of ISO 26000 in digital education during COVID-19

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ABSTRACT

Digital education in schools through artificial intelligence, big data and other technologies is conducive to improving teaching efficiency and promoting teaching progress. Unfortunately, many schools lack a sense of social responsibility when applying digital education. Students are online more than ever before. There are the potential for increased exposure to risks such as exposure to harmful content, cyberbullying, age-inappropriate advertising and data misuse, which affect students' well-being and undermine their right to privacy. Schools should bear the overall social moral level of social responsibility. This paper focuses on the social responsibility of schools under the new crown epidemic and holds that implanting social responsibility into the value system of the current digital education reform, which can promote the sustainable development of education. This is also a relatively neglected problem in the practice of educational reform. European standard: ISO26000 is adopted as a CEN-standard. 21 October 2020 the stakeholder consultation process in the European Committee for Standardization (CEN) decided that ISO 26000 is approved as a CEN-standard. For businesses and organizations committed to operating in a socially responsible way, there's ISO 26000. It provides guidance to those who recognize that respect for society and environment is a critical success factor. This paper highlights the school how to take social responsibility by using ISO 26000. Based on the seven subjects of ISO 26000, this paper constructs the social responsibility of digital education frame, focuses on analyzing the main content and core issues of social responsibility of digital education, puts forward some improved strategies and suggestions for the more prominent problems at this stage through the examination and reflection of reality.

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1. Introduction

Since 2020, the significance role of digital education has become more prominent in the face of the sudden global public event of COVID-19. The integration of artificial intelligence technology and education breaks through the time and space limitations of learning, meets the needs of learners to study at home, and becomes a safe and reliable teaching mode with controllable process. Countries around the world actively promote the shift from offline teaching to online teaching. The application of digital education has become the focus of attention of countries and international organizations all over the world. For example, UNESCO

published《AI and Education: Guidance for Policy-Makers》in 2021. The report delves into previous topics such as equity in education, gender equality and privacy protection in the context of the rapid development of artificial intelligence. [1] 《A framework to guide an education response to the COVID-19 Pandemic of 2020》published by OECD supports educational decision-making to develop and implement an effective educational response to the COVID-19 Pandemic. [2] 《Digital Education Action Plan (2021–2027)》was issued by EU, which based on a full understanding of the current situation of digital education in Europe, proposing an action plan for the next seven years and calling on EU countries to draw lessons from the epidemic. Making education and training systems more responsive to the actual development needs of the post-epidemic era. [3] China's《Education Modernization 2035》puts forward the establishment of digital education resources and the improvement of the new education service supervision system. They will promote the reform of education governance and accelerate the formation of a modern education management, which promote precise management and scientific decision-making. [4] At the same time, the development of online education

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is still far from meeting the needs of learners. Countries around the world choose to temporarily close schools because of the spread of COVID-19, and the basic learning conditions of disadvantaged students cannot be guaranteed. The differences between countries and regions are obvious, especially in the less developed areas, where education and teaching are in a semi-stagnant state. Therefore, how schools make full use of artificial intelligence to promote sustainable development of education has become an important topic and a brand new proposition.

In a rapidly changing and globalized world, social responsibility is no longer optional, but a strategic necessity. Organizations realize that in order to survive and achieve long-term development, they need to maintain a balance between their social impact and achievements, so social responsibility is increasingly becoming an important organizational demand. Society itself drives this demand, and socially responsible behaviour has a significant impact on the reputation and competitiveness of organizations, as well as their relationships with stakeholders such as suppliers' chains, governments and the communities within which they operate. The ISO 26,000 social responsibility standard is an internationally recognized tool in this field to guide businesses and organizations on how to operate in a socially responsible manner. For businesses and organizations committed to operating in a socially responsible way, there's ISO 26000. It provides guidance to those who recognize that respect for society and environment is a critical success factor. European standard: ISO 26,000 is adopted as a CEN-standard. 21 October 2020 the stakeholder consultation process in the European Committee for Standardization (CEN) decided that ISO 26,000 is approved as a CEN-standard. CEN/ISO 26,000 will be implemented in 30 April 2021. [5]

2. Digital education and social responsibility

2.1. Artificial intelligence and education

Countries implement various legal frameworks and policies to protect students online. It is important for schools to have strong frameworks and guidelines in place so that all stakeholders involved do their part in both protecting children from online risks, and to ensure that benefits can be realized. The majority of students are spending a significant chunk of their time online during COVID-19. Digital tools provide recreational activities well as psychological and social support from outside. It can also magnify risks such as cyber-bullying, if internet use is unsupervised properly. Increased digitalization is likely to widen inequalities between students, as the poorest students are least likely having the tools to access on-line education. In November 2015, UNESCO published «Rethinking Education: Towards a Global Common Good? », which said that the misuse of the Internet, mobile technology and social media can lead to cyber bullying, criminal activity and even terrorism. It said educators need to help a new generation of “digital citizens” better prepare to deal with the ethical and social issues of existing and future digital technologies. [6] In 2016, the UK published «Artificial Intelligence: Opportunities and Implications for Future Decision-Making», which lays out a scientific plan for how to use artificial intelligence. An increasing number of schools in the UK are committed to teaching ethics and morals related to artificial intelligence [7].

Artificial intelligence (AI) technology has played an important role during the COVID-19 pandemic. Such as, AI infrared temperature detection system start face image acquisition, make human body temperature detection, then the body temperature of face photos uploaded to the server. This method can quickly and effectively detect body temperature during security inspection, and the detection results can be traced to the source later. AI infrared tem-

perature detection system has played an important role in railway stations, airports, hospitals and other places in the epidemic prevention and control [8]. The integration of AI with computed tomography and electromagnetic radiation images has been used by doctors to describe advances in radiology and medical imaging during this pandemic. FluSense is a device that utilizes AI to forecast patterns in infectious respiratory illnesses [9]. A deep learning model developed to distinguish COVID-19 from chest computerized tomography images from community-acquired pneumonia, [10] and an AI tool that estimates the survival rates for COVID-19 patients.[11] Augmented reality-based thermal imaging glasses for detecting virus symptoms and methods of augmented reality on educational tasks that help people overcome the isolation for online learning effectively. Artificial intelligence methods to approximate and prepare people for prevention the virus, a method for forecasting of the Covid-19 outbreak using non-linear regressive network (NAR) to predict the size, lengths and ending time of the virus, and susceptible-exposed-infectious-removed (SEIR) model for estimating the outbreak trend of the deadly virus. [12] As for the education, the development of artificial intelligence technology has promoted the transformation of learning methods, such as personalized learning, project-based learning, experiential learning, etc. It solves the problem that students' subjectivity is limited in the traditional way of learning, and is committed to providing students with accurate and personalized learning experience. Namely, through artificial intelligence technology, it can timely capture, focus and analyze data streams from many different aspects, so as to build multi-dimensional data and digital models based on students' personal learning behaviors. The data can be generated in real time, and the artificial intelligence technology automatically analyzes and visualizes the data, and feeds it into the teacher's teaching plan material. The core value of artificial intelligence in promoting education reform lies in helping students' personalized development, enabling teaching, assisting teachers' work, improving education management and optimizing education supply.

The epidemic in 2020 fully proves that digital education and educational information have very important value. On the one hand, schools themselves should optimize the application of digital technology to improve learning outcomes, enhance education equity and improve teaching efficiency; On the other hand, schools also have the responsibility to provide strong support for the development of citizens' digital capabilities. Since the epidemic, the online education and teaching enabled by artificial intelligence technology have become the focus of extensive attention by the society at home and abroad due to its unique application value.

For example, AI technology and Internet of Things technology are combined to achieve a customized and personalized learning environment. Students wear smart bracelets, smart badges and other devices into the classroom, through sensors for physiological monitoring of students, and real-time data analysis, to meet different needs. If a student needs a higher temperature or a lower temperature, the artificial intelligence temperature control system automatically gives certain environmental support around it to achieve local temperature control. Sensors detect the height of different learners and automatically adjust the height of their desks. Smart lights, speakers, desks and other household applications also assist students in their learning activities. Help students with mobility disorders to realize the control of intelligent desks and computers.

It can enhance the possibility and convenience of communication between stakeholders. Virtual campus environment under the school, teachers, parents, students' interaction, they have the opportunity to fully express themselves. Human-computer interaction supported by big data can track students' learning paths and understand their learning preferences, breaking the con-

straints of traditional teaching organizations. The particularity of the education object is fully considered, so that everyone can receive education in line with their own development anytime and anywhere. Students do not have to consider unfair treatment in the real environment. In the process of interaction with smart devices, they can actively express themselves and realize interaction.

It can enhance learning efficiency for teachers and students. The education supported by artificial intelligence is realized by adaptive and learning analysis technology. The presentation of teaching content is more flexible and diverse, with a large number of courses and information available for learners to choose. Learners can actively choose what they want to learn according to their special needs. Educational robots can predict and analyze the difficulties that special learners may face and help them in time. By establishing a remote, scene-oriented, programmatic and interactive intelligent teaching mode, it can make up for the limitation of special students' teaching environment and help to solve the educational problems of left-behind student and vulnerable groups.

Although a lot of AI tools used in the in the Context of COVID-19, which most of positive feedback that AI can help people, such as an optimized deep learning architecture for the diagnosis of COVID-19 disease based on gravitational search optimization. DenseNet121 architecture is an optimized deep learning used for the diagnosis of COVID-19 disease. The gravitational search optimization (GSA) algorithm was used to select the optimal values for the hyper parameters of the DenseNet121 architecture. However, people have some concern about the management of AI. [13–14]. AI technology cannot completely solve the problems of equity and inclusiveness in education. In the face of the growing digital divide, AI may increase the inequality of education to some extent. For example, due to the superimposed influence of many factors such as data gap, algorithm black box and efficiency priority, learning supported by algorithms still has problems such as self-reinforcing bias. Whether the data model can truly describe the objective facts, whether the data analysis is biased, and whether there is subjective data cleaning in the data interpretation also make the traditional issues such as equity, equality and efficiency of education more prominent in the era of artificial intelligence. Especially for disadvantaged groups such as refugees, people with disabilities, students in areas with underdeveloped network, the development of artificial intelligence technology may widen the inequality of education. These groups may not have access to or use digital learning resources, let alone have personalized learning experience. We should also note that technological enrichment is only part of the story. Support from society, schools and families are as important as the change in people's attitudes. Starting from the essential needs of education, maximizing the benefits at different levels can lead to systematic reform of education, so as to ensure the development of human rights of each student, promote the fairness of education and build an inclusive society.

2.2. Digital education and sustainable development

In March 2019, UNESCO released the report of «Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development», it is put forward using the artificial intelligence technology to improve students' learning outcomes, and how to use data to improve educational equity and quality in developing countries. [15] In 2018, the «AI Strategy »released by France stressed the need to strengthen the “joint monitoring” of AI technology, and fully protect the rights of individuals and public interests in the application of AI. In 2019, the European Commission published «Ethics Guidelines For Trustworthy AI», which provides a framework for realizing the full life cycle of trustworthy AI. On 21

April 2021, the European Commission proposed the Artificial Intelligence Regulation, which aims to turn Europe into a trusted global centre for artificial intelligence, taking into account and addressing the impact of AI on social ethics, people's livelihood and the protection of people's privacy. In some schools, there have been intelligent robots to manage teaching and assist teaching. In both theory and practice, it has begun to explore the integration of artificial intelligence technology in intelligent campus, teaching design and quality, learning analysis, education evaluation and other aspects. The construction of intelligent campus empowered by artificial intelligence has become the goal pursued by many countries. The establishment and perfection of digital education can help improve learning technology, learning model, promote the balanced development of education, and provide learners with more learning resources in line with the needs of social development and individual development.

Digital education is the intellectualization of education. That is to realize the digitalization and intellectualization of education. It is a brand-new educational form and concept based on the rise of artificial intelligence technology. Different from traditional education, digital education emphasizes a cross-field educational concept, which is to integrate artificial intelligence technology into the development of education in an all-round way. Digital education guided by artificial intelligence technology, carries out digitalization of teaching resources (content), intelligentization of teaching space (scene) and visualization of teaching behavior (object) to improve the efficiency of education and teaching and serve economic and social development. Specifically, it includes but is not limited to online learning platform, virtual simulation experiment platform, virtual laboratory platform, big data visualization platform, etc., to form the integration of online and offline. Digital education is not simply equivalent to online education. Online education usually moves offline classes to online, and more is knowledge compensation and reinforcement. In essence, digital education establishes a new educational ecology, realizes the digitalization of teaching resources, teaching process and evaluation behavior, and enables people to call knowledge learning and ability training anytime and anywhere, forming personalized learning and deep learning.

With the integration of AI technology and campus resources, digital campus and smart campus emerge at the historic moment. But for a long time, some schools adhering to the instrumental rationality, the school information construction focuses on the use of information technology to the traditional school facilities and education link, not to the idea of “sustainable development” into the wisdom of campus construction, many schools just located in the hardware upgrade construction or use of information technology to strengthen school management, rather than improving teaching philosophy and teaching methods. The realization of a smart campus depends on the organic integration of artificial intelligence technology and the concept of sustainable development and embedding it into the process of educational activities. Such embedding methods and approaches need to be carefully designed in order to help teachers and students improve the quality of teaching.

As corporate social responsibility is widely valued in the world, school's responsibility is also valued and developed, and school's social responsibility is the most important. The direct research on school's social responsibility is relatively limited. At present, the academic circle pays more attention to the analysis of basic education theories, lacks systematic discussion on the relationship between school management ethics and other issues, and does not really touch on the social responsibility of school management. Some schools have a poor understanding of their social responsibilities. In particular, some well-known universities should take responsibility for the external social effects caused by their management and education behaviors. To a large extent, such external

effects have gone beyond the scope of education and become a part of the whole social life, affecting social justice, stability and development. Some “elite schools” have become more and more utilitarian at the basic level, and have failed to play the due role of educational demonstration. There is a deviation in the recognition of social responsibility, which has caused a lot of negative impacts in the field of education and the social level. On March 12, 2019, the US Department of Justice exposed a bribery scandal in the enrolment of elite universities in the US, charging 50 people with “buying” the admission qualifications of Yale, Stanford and other universities with a sum of up to 25 million dollars. Bribes are rich businessmen, senior officials, celebrities and other social celebrities, many bribe-takers are coaches. The schools involved said they were unaware. All of a sudden, the privileges of the rich, the admission system of elite schools, social justice and other topics have been hotly discussed. [16] Top universities boast Nobel and Pulitzer Prize-winning faculty, research grants and other competitive accolades, and attract the “best” students. But when a prominent faculty member plagiarizes or fudges data and a sex scandal breaks, the school often has no idea. Unfair competition between schools also exists in large numbers, some in order to publicize their own, denigrate and smear each other's schools. Faced with competition, schools consider their own interests too much, and many behaviors have produced a lot of negative effects in the society.

Social responsibility is a “double-edged sword” for schools, but it is also a competitive pressure and an effective means to gain advantages. Schools can improve their school image and promote their brand through social responsibility behaviour. The improvement of school social responsibility awareness and ability is helpful to improve the reputation and popularity of the school, attract a large number of excellent students and teachers, enhance the loyalty of teachers and students, and help to improve the internal and external environment of the school, which is conducive to the sustainable development of the school. ISO 26,000 has international universality and is the most comprehensive and authoritative international standard of social responsibility in the world. Since there is no authoritative and universal school social responsibility standard at present, there is no unified standard for school social responsibility system. Therefore, it is very necessary and urgent for schools to get rid of the current predicament to establish and popularize a set of social responsibility system in line with the school.

In the era of artificial intelligence, through the application of data mining technology, natural language processing, emotional computing technology, etc., it promotes the reform and innovation of teaching environment, teaching organization form, teaching method and learning content.

Contribute to the realization of equal education. The adaptive learning system supported by big data technology makes use of artificial intelligence algorithm to realize personalized learning, and provides students with appropriate content based on their performance and solving course problems. Provide equal opportunities for students to receive education, push suitable content for learners, formulate personalized education plans for them, promote sustainable development of students, especially provide more support for students with special needs that cannot be satisfied by traditional education. Through natural language processing or emotion recognition technology to help students with speech disorders to achieve barrier-free communication, through the analysis of specific body language and facial expressions to determine what they want to express.

3. Methods

Social responsibility has always been a hot topic in the world, and there are different opinions about its definition. The Interna-

tional Organization for Standardization (ISO) issued the (ISO 26000: Guidance on Social Responsibility) in 2010. When it defines social responsibility, it extends the applicable scope of social responsibility to all types of organizations for the first time. Based on ISO 26000, social responsibility means “responsibility of an organization for the impacts of its decisions and activities on society and the environment, through transparent and ethical behavior that contributes to sustainable development, including health and the welfare of society; takes into account the expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behavior; and is integrated throughout the organization and practiced in its relationships.” [17] The purpose of ISO26000 is to promote a global common understanding of social responsibility. In accordance with the best practices of social responsibility, it provides a framework for all organizations (not limited to enterprises) around the world that is willing to apply ISO26000 to help practice social responsibility, and contributes to supporting organizations to achieve sustainable development. The guidance should be applied taking into account the circumstances of the organizations in culture, social development, law and the environment. There are seven core subjects of social responsibility described in ISO 26000, which include organizational governance, human rights, labour practices, the environment, fair operating practices, consumer issues, community involvement and development (see Fig. 1). European standard: ISO 26,000 is adopted as a CEN-standard. 21 October 2020 the stakeholder consultation process in the European Committee for Standardization (CEN) decided that ISO 26,000 is approved as a CEN-standard. This paper adopts the framework of ISO 26,000 to analyze the social responsibility of digital education.

Based on ISO 26000, the social responsibility of digital education starts from seven dimensions, takes into account the characteristics of the digital education industry, and from the perspective of stakeholders. Social responsibility of digital education refers to the schools in applications such as artificial intelligence technology to achieve a particular goal, give full consideration to the interests and expectations of relevant parties such as staff, students, parents and the board of trustees, through a transparent and ethical behavior, is committed to sustainable development of the school, take responsibility for the social and environmental impact of school decisions and activities, and integration of this responsibility into the daily work of the entire school. Its implementation of social responsibility of digital education follows the principles of transparency and ethics. The principle of transparency means that schools should be transparent about their decisions and activities that affect society and the environment. This means that schools should disclose their decisions and behaviors in a systematic, clear and unambiguous way through the AI platform, including the disclosure of school affairs, finance and personnel systems. Ethical means that the school is run and taught ethically. The behavior of the school should be based on the value of fairness and justice, and set the correct example of social responsibility for teachers and students. From the perspective of the school, it is the responsibility of the school to identify stakeholders, acknowledge and fully respect the interests and rights of stakeholders. Stakeholders include students and parents, faculty, board of directors, etc. The most effective way for schools to practice social responsibility is to integrate social responsibility into the whole school. Firstly, the awareness of social responsibility and capacity building of the school should be enhanced, which means the whole school have a common understanding of social responsibility, which including headmaster, teachers, administrative staff, etc. Secondly, it is necessary to determine the direction of school's social responsibility, which requires school leaders to reflect the requirements of social responsibility in vision, purpose and development strategy, so that social responsibility becomes

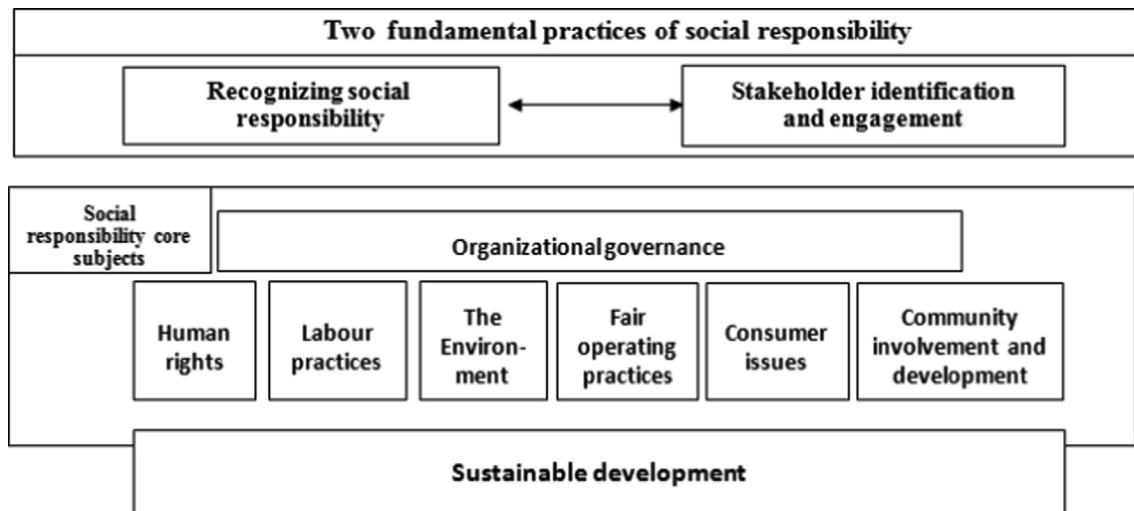


Fig. 1. Research framework bases on ISO 26000.

an important component of decision-making. Finally, social responsibility should be practiced and reflected in the daily operation and school management. It should consider the characteristics of. It can represent the formula as follows (see Table 1):

$$DE-SR = \sum_{i=1}^{n=7} x_i$$

DE-SR means the social responsibility of digital education

x_1 means organizational governance

x_2 means human rights

x_3 means labour practices

x_4 means the environment

x_5 means fair operating practices

x_6 means consumer issues

x_7 means community involvement and development.

4. Problems

4.1. Infrastructure construction needs to be improved

During the epidemic, many learners from remote areas, migrant and refugee children and other vulnerable groups were unable to access distance and online learning. At present, many rural families do not have Internet coverage, and children from low-income families do not all have laptops, and they use digital devices to learn much less often than their better-off peers. Apart from family factors, schools also have problems in bridging the digital divide. Dur-

ing the epidemic, teachers were found to have insufficient digital skills, the content and form of professional development could not meet the actual needs, and there was not enough technical support to complete online training.

4.2. The education of social responsibility needs to be increased

At present, the education reform and innovation unceasingly, but the focus of the majority of school work is still pay attention to the cultivation of professional knowledge for teaching, the assessment of students is mainly based on the actual course score. Even in the new era of emphasis on moral education and intellectual education, schools still take students' excellent learning skills as the main reference. Schools of all kinds are gradually reduced to assembly lines and factories. The lack of adequate education on social responsibility content in schools will directly affect students' responsibility in society due to their insufficient degree of recognition and identification of social responsibility. Although most schools will open some moral courses, the simple form of preaching makes it difficult for students to rise to emotional identification.

4.3. Students need to be tolerant enough

There's nothing wrong with wanting students to get good grades, to get into good schools, to want them to succeed, to have an exceptional life. Just, let them pay extra psychological depression, personality loss, the cost of unhappiness in the second half of life, the gain outweighs the loss. The anxiety and sense of crisis caused by the internalization of education will lead to the sharp differentiation of educational resources. The high-quality educational resources will be absorbed and collected by the rich people with conditions, and concentrated in the upper class of the society. However, students in the lower social class and children from ordinary families can only pick up the remaining educational resources selected by the upper class, which leads to the rich children getting better and better, while the poor children getting worse and worse. Most of the people in this world are ordinary people, and it comes as no surprise that we and the students belong to that ordinary. But ordinary does not equal guilty, ordinary does not equal misfortune. Accept the reality, moderate expectations, moderate demands. Helping a child live an ordinary life filled with energy, joy, courage and love, healthy and positive for himself or herself is invaluable.

Table 1
Factors influencing social responsibility of digital education.

X_i (core subjects)	Consideration factors(Not limited to)
x_1	Leadership; Organizational structure; Social responsibility management system
x_2	Human rights risk situations; Discrimination and vulnerable groups; Fundamental principles and rights at work
x_3	Conditions of work and social protection; Health and safety at work; Human development and training in the workplace
x_4	Prevention of pollution; Sustainable resource use;
x_5	Anti-corruption; Fair competition; Promoting social responsibility in the value chain
x_6	Protecting consumers' health and safety; Consumer service, support, and complaint and dispute resolution; Consumer data protection and privacy; Access to essential services; Education and awareness
x_7	Community involvement; Education and culture; Skills development; Health

4.4. Emergency management systems need to be strengthened

The number of school emergencies is increasing, which is characterized by the diversity of causes, the continuous occurrence of new events and the diversity of types. An increase in the number of sudden crises will not only cause social panic, but will certainly arouse people's doubts about their management ability. At the same time, the school need more powerful in dealing with sudden public crisis as a special occasion.

In recent years, vicious gun violence on campus has been on the rise. In 2018, an 18-year-old student at Crimean College set off an explosion that killed 20 people and injured at least 42 others. [18] On May 6, 2021, two students and one adult suffered non-life-threatening injuries during a shooting at Rigby Middle School in Rigby, Idaho. The suspect, a 6th-grade student, pulled a handgun out of her backpack and started shooting. [19] On May 12, 2021, at least seven children and two adults have been killed and around 20 more injured in a mass shooting at a school in the Russian city of Kazan. The shooter was a former student at the school who dropped out in April. [20] In many shooting incidents, the perpetrators were students, and most of them were found to have mental illnesses such as "autism", "depression" and "social difficulties" in the investigation. The cause of the incident is that people with violent tendencies are stimulated by the outside world, or they are mentally unbalanced, can't stand the pressure of life, and are bullied at school. Compared with gun control, the mental health of adolescents should be paid more attention by the school and the society.

School of public health emergencies happen often involves uncertainty, especially the incidence of infectious diseases, such as COVID – 19. The transition period from infection to illness is usually invisible, and when it happens it is out of control. So the school of public health emergencies happen longer than ordinary incident cycle, and influence the results cannot be estimated. In addition, once the public health emergency occurs in school, it is not only causing the spread of the epidemic within the school quickly, but also a certain degree of damage to social security, which resulting in incalculable losses.

4.5 Mental health needs to be addressed

Many studies have shown that the epidemic has had an impact on people's mental health, with anxiety and depression on the rise globally. [21–23] For children and adolescents, the COVID-19 outbreak has had a significant psychosocial impact. [24] The more uncertainty one has in her/his life, the more likely she/he is to worry about a situation she/he may not be able to cope with. The epidemic has also exposed to us more directly the issues of health and life that would not be considered in normal times. Human memory and information processing capacity are limited, but we are daily overwhelmed by a large amount of ineffective and miscellany information, far more than we can bear. This means that the time and emotional cost of communicating on social media is increasing, and that reading too much bad news can also cause a lot of mental stress. Perhaps it is time to rethink and reassess people's mental health.

Suicide remains a concern on college campuses, and the COVID-19 outbreak has highlighted students' mental health problems -- anxiety over major emergencies, isolation, uncertainty about their studies and future plans. What we have to face is the frequent occurrence of college suicide. Psychologically, the better the school, the better the students, and the more likely they are to be found to have problems. Students at key colleges have a habit of judging especially excellent applicants, which puts a lot of pressure on them. Victims of cyber bullying are also more likely to have

suicidal thoughts and show high levels of anxiety, depression and stress. [25]

5. Suggestions

The seven core subjects of social responsibility described in ISO 26,000 reflect the basic vision of organizational on social responsibility. As for the social responsibility of digital education, the school also can start with these seven subjects.

5.1. Organizational governance

Strengthen epidemic prevention and control. First of all, enhance the early warning awareness of schools and prevention and control centers, and always keep in mind of preparing for danger in times of peace. Pay close attention to the situation of the epidemic, timely and accurately report the situation of the epidemic, do a good job of timely tracking and feedback. The second is to strengthen students' knowledge of COVID-19. The school and teachers publicize the relevant knowledge, supervise the school to formulate the health management regulations and implement them carefully. Finally, a perfect early warning index system should be established. A systematic and operable early warning index system of school emergencies can play an important role in the process of timely finding health emergencies in schools. The school gives regular feedback on students' physical health and leave, establishes an efficient information sharing platform, collates and analyzes the data based on "big data", and gives timely feedback to the corresponding departments, so as to prevent the occurrence of school epidemic events in advance. The school should adhere to the system of information disclosure. Strengthen the openness and transparency of students' public health information, so that parents, students and schools, prevention and control centers, grass-roots governments to change the game into cooperation. When a student gets sick, he/she timely communicates with the teacher and gives feedback to the teacher. The teacher and the school timely take targeted measures to deal with the epidemic situation, such as timely disinfection and morning and evening physical examination of students, so as to find out the actual situation of the epidemic situation in time. Students, parents, school prevention and control centers and grass-roots governments should interact with each other, so as to solve the epidemic in a better and faster way.

Enhance the awareness of social responsibility of school administrators, improve their management methods, and bring the theme and principles of social responsibility into the decision-making process. School management should be committed to promoting social responsibility practices. Both in their decision-making and in the mobilization of students and teachers to practice social responsibility, they should play a leading role, make full use of various resources of the school, encourage students and teachers to practice social responsibility, and strive to integrate social responsibility into the school culture to form a campus culture with its own characteristics.

Enhance the service spirit of the school and provide students with quality hardware and software facilities. Artificial intelligence technology will be reasonably and appropriately applied to ensure the security of the campus, to realize the visualization of big data, to improve the efficiency and quality of campus management, and to transform to a digital and intelligent campus. Make full use of the achievements of science and technology, provide high quality learning content and safe operating platform and tools, and provide enough teaching support for teachers.

The school should releases relevant information in a timely, open and transparent manner. Its disclosure of suspected viola-

tions of laws and regulations by the school's leadership, administrators and teachers, especially those that affect the norms of teachers' ethics, and timely follow-up corrective measures timely.

Foster channels or means of communication and expression. Make stakeholders such as teachers, students and parents aware of their rights to express their interests. Unimpeded all kinds of channels enable them to have ways to learn and refer to in the process of interest expression. The coordination of the sum of the interests of all aspects cannot only focus on the expression of the interests of individuals or a few individuals.

Actively provide school social responsibility reports. Social responsibility reports can provide relevant information for stakeholders such as students, parents and teachers, not only to enhance the social image of the school, but also to serve as the inexhaustible driving force for the sustainable development of the school itself.

5.2. Human rights

The school is a group composed of people, and should respect the human rights of students and staff, not discriminate against them, and protect the basic rights of them.

Pay attention to gender differences in digital skills and ensure that female employees enjoy equal rights in digital research and careers. Relevant measures will be taken to increase women's interest in digital technology and provide more convenient conditions for female students to learn artificial intelligence technology. Encourage more women to work in AI-related industries.

Promote more inclusive and accessible digital education, focusing on the development of digital capabilities for vulnerable groups such as the elderly and people with disabilities. When the vulnerable group carries out teaching activities, the school should provide more substantial support and help. Build content, user-friendly technical tools, value-added technical services, and secure digital platforms. The platform is accessible, inclusive and learner-centered.

Schools should pay attention to the balance between intelligence and the privacy of related parties. Collecting private information can be used for intelligent and agile decision-making, but to clarify the boundaries of information collection, schools should avoid informationization as far as possible to go into the privacy of teachers and students.

5.3. Labour practices

Make full use of emerging technology, the school should provide convenient working conditions for teachers. Improve the efficiency of teachers, such as the use of network teaching research. Teachers can use web-based seminars to reduce unnecessary contact during the epidemic. Network teaching evaluation has many advantages. For example, due to the virtual nature of the platform, it can break through the time and regional restrictions; The diversity of evaluation subjects, in addition to students and teachers, Internet users can also participate in; The conciseness of the evaluation link.

Provide support and assistance to teachers on the job training wherever possible. Train teachers with digital skills. Teachers need to continue to develop their professional competence in order to keep pace with technological development and social change. The use of digital resources by teachers in the absence of appropriate digital skills can be disruptive to teachers and students, which can negatively impact learning outcomes. Provide digital professional development training for in-service teachers at all academic levels, including the development of teacher-specific digital literacy and classroom digital technology training.

Give teachers plenty of space. "Artificial intelligence + education" helps teachers get rid of daily heavy chores, focus on teaching

design, project activities and other aspects, and provide assistance for teachers to carry out human-computer interaction teaching. Help teachers to timely design or adjust the teaching schedule and optimize the teaching methods according to the different needs and abilities of learners. Using digital technology to improve the efficiency of working process will inevitably produce the problem of reducing teachers' non-working time and encroaching on their freedom. Although digital technology has reshaped social production and life, schools should respect the laws and regulations that give teachers the right to freely spend time and space, rather than encroach on teachers' freedom under the cloak of technology.

Enhance the Occupational health and safety management. The COVID-19 outbreak and the changes in working patterns that have resulted from prevention of COVID-19 pose different health and safety risks to workers in different industries. During the epidemic period, the proportion of teachers working remotely increased significantly. After the epidemic became normal, it was difficult for teachers to maintain physical distance because they taught in a closed environment, which is highly likely to become the source of intensive virus transmission. On April 28, 2021, The International Labor Organization released a report called «Anticipate, Prepare and respond to crises -- Invest now in resilient occupational safety and health systems» studied the risk prevention and management related to the outbreak, and other health and safety risks that may result from changes in work arrangements as a result of the epidemic are also analyzed. [26]ISO published the international standard«Occupational Health and Safety Management Systems -- Requirements with guidance for use»(ISO 45001:2018) in March 2018. The purpose and expected result of the occupational health and safety management system is to prevent workers from personal injury and health damage caused by work, and to provide a safe and healthy workplace. [27]It is important for schools to take effective preventive and protective measures, including measures to manage psychosocial risks, to eliminate hazards and reduce occupational health and safety risks. The school should take appropriate measures to protect the occupational health and safety of its staff based on its own situation. Especially for mental health, it is well known that teachers in schools face the problem of overloaded work. ISO 45003:«Occupational health and safety management -- Psychological health and safety at work -- Guidelines for managing psychosocial risks»is the first global standard to provide practical guidance for the management of mental health in the workplace. [28] Schools can also learn from how they provide mental health support to teachers and can demonstrate their commitment to ensuring good working conditions, health and well-being. Its sustainable development is increasingly focusing on aligning their organizational strategies with the United Nations Sustainable Development Goals (SDG).

5.4. The environment

Integrate the concept of sustainable development into teaching. In teaching, teachers should clarify their responsibilities. They should not only teach students knowledge, but also explain the methods to prevent pollution in detail. Cultivate students' awareness of protecting the environment. For example, using the least amount of experimental drugs and reducing waste production can make students realize that as long as they work hard, they can contribute to environmental protection. The environmental awareness education of students is not only simple preaching, but also practical practice.

The school disposes properly of the waste produced by the experiment. They can turn waste into wealth. Substances that cannot be directly recycled are properly disposed of in accordance with relevant regulations and do not damage the environment.

Do a good job of garbage classification and treatment. More concentrated places are canteens, student dormitories, teaching buildings and other places waste classification treatment. The school should arrange and organize the students' visits and dispose of the rubbish properly after the activities.

Cultivate students' awareness of environmental protection and sustainable consumption. Such as educate students to cherish food and not waste it. Electronic equipment should not be eliminated at will, and electronic waste should be properly dealt with. Reduce the use of disposable chopsticks when eating in restaurants. Save water and electricity, keep the school clean, and create a comfortable teaching environment together. Paste water saving signs in all water places to remind all teachers and students to save water and form the habit of turning off lights.

5.5. Fair operating practices

Respect teachers' intellectual property rights and privacy. Many smart campuses have begun to record the whole process of classroom teaching in the cloud. In this process, attention should be paid to respect the privacy of teachers and students, as well as the protection of relevant intellectual property rights. In terms of courseware design, most teachers compile courseware in accordance with the teaching syllabus and textbooks. In the process of making courseware, teachers independently complete the creation of words and pictures. In terms of classroom design, teachers guide students to interact and think through lecturing knowledge and personalized teaching design, which reflects the expression of teachers' originality in classroom teaching. When adopting online education, the school respects the fruits of teachers' labor and does not disclose relevant materials without permission.

To establish and maintain competitive and cooperative relationships with other schools, to be honest, fair and upright, and to integrate the requirements of fair operation practices into all school activities. Strengthen the exchange and cooperation between schools, learn advanced experience, and establish a relationship of mutual help between schools. Through proper means to obtain teacher resources and good source of students, not harm others.

The school should keep an open and forward-looking attitude, pay close attention to the new forms in the field of global education, and take appropriate actions. Schools need to strengthen the sharing of online teaching experience and results, so as to jointly improve teachers' digital ability and teaching skills in the era of artificial intelligence, so as to better serve students' learning and personalized development.

5.6. Customer issues

Provide students with accurate and personalized learning services. The learning analysis, emotion and motion recognition technology under the application of artificial intelligence technology can track, record and collect the whole process of students' learning in time, and systematically measure and analyze the data including the physiological behavior and emotional state of students, which provides the possibility to realize accurate personalized service. Through the use of artificial intelligence technology, students are built with learning strategies, diagnosis, content push, result evaluation and other personalized learning models, so that the content of learning each student's internal needs and ability. Using virtual technology and holographic technology, the school can provide students with an immersive and exploratory virtual learning environment, help students to deeply process their learning content, establish the connection and migration between old and new knowledge, enhance critical thinking and develop innovative ability.

Provide convenient technical services for students. For example, block chain can be used to issue digital certificates or academic certificates. Students can extract and use them anytime, anywhere, as needed, effectively avoiding the appearance of forgery of certificates and other phenomena. Valuable data support for education, employment and talent assessment. As the data cannot be tampered with, recruitment units can through the students' artificial intelligence report, all-round understanding of the candidate's real experience, it will be included in the comprehensive evaluation, change the "one test for life" status quo.

Pay attention to students' physical and mental health. Electronic devices for students have environmental protection, eye protection and other functions. Encourage students to do eye exercises after prolonged use of electronic devices. Encourage students to eat healthy food, not stay up late, and reduce the use of junk food. Educate students to take life seriously, awe life, respect life, defend life, and use life to create value. A person born in the world, it is obliged to protect their lives, and constantly improve them, for the survival of the environment to create value. Even if faced with great challenges, we should muster up the courage to face them. The right to give up life should not be exercised at will. Pay close attention to students' mental health. The wide range, duration and extent of the new corona pneumonia outbreak have had a profound impact on the thinking, study, work and life of everyone in it. The outbreak itself is a major social stress that the average family can't afford. For single-parent family students, students who have experienced major changes in families, students with family financial difficulties, students with psychological problems in particular need to focus on daily communication, timely understanding of students' family situation and real needs, for the detection of abnormal situations to take timely and effective measures to help solve. Fully mobilize the resources of all parties, through strengthening communication between home schools, play the role of roommates, students to help, and jointly help students grow up healthily.

5.7. Community involvement and development

Build a learning community and participate in community management. As the origin and dissemination of culture in the surrounding community, the school should assume the corresponding obligations. School management and construction require community participation, so as school development requires community participation and supervision. Provide employment opportunities for communities, such as clean, green jobs. The on-campus fitness gym should properly open to the local community to promote the improvement of the living standard of the residents of the community. The school can also provide the community residents employment training and other activities to establish a good social image.

Organize students to provide public welfare services. Only through social practice can students feel the real relationship between the individual and others, society, and feel responsible for others is actually responsible for themselves, and realize that the individual is closely related to the outside world, so as to more objectively evaluate themselves and more actively assume their responsibilities. Such as pick up garbage, visit the widowed elderly and other public welfare activities.

The school should strengthen the content of network social responsibility education. As the mainstream group of the network society, the students' dependence on the internet is relatively high, and the virtual society meets its needs for learning, life, entertainment, communication, etc., and constructs a broad space for developing itself and realizing communication. In general, it meets its requirements for knowledge acquisition, interpersonal communication, work, study, etc. However, in the virtual network society,

there are many social problems such as network misconduct, morality, violence, deception and so on. Open, hidden virtual network space for the physical and mental development of young students, to a large extent will cause them in the information choice and value orientation of confusion, and even more will mislead students of the formation of correct values, impact and greatly weaken the sense of responsibility of students.

The network community has alleviated the pressure of interpersonal communication in the traditional society, the appearance, origin, education, these labels have been relaxed, the spirit has been relieved, greatly satisfied with the students' desire for freedom of thought and expression. Similarly, they are easily exposed to bad network information, students' ideas are easy to accept and creative, treat novelty things easily interested, and have the immaturity of development, which make choices are sometimes irrational. In the face of certain things in the network society, they are often easy to emotional and susceptible to the influence of negative network emotions to make bad judgments. Schools can use artificial intelligence platforms to educate students about social responsibility, establish relevant websites, develop related applications, and enhance their cognitive ability of social responsibility. Promote their responsibility for what they say and do in the online society. For example, promote their civilized use of the network, do not do harm to society; Know the relevant content of campus network security education; Understand the relevant policies and regulations of network security; Realize that addicted to online games can affect work, study and life; Be alert at all times in the virtual network society; To expose corruption, environmental protection and other issues, the use of the network to work and learn and other meaningful things to enhance themselves. Make these ideas not only stay in students' shallow emotional identity, more to internalize, and resonate with the heart, and then guide the actual practice is particularly important.

6. Conclusion

With the widely application of the digital education technology, teaching methods and learning ways and there has been a fundamental change, 5G, big data, artificial intelligence, the development of the emerging information technology such as VR/AR provide support for teaching, scientific research, management and service. It improves management efficiency and the level of teaching and scientific research. We will accelerate the reform of education in the information age, build intelligent campuses, and coordinate the construction of integrated intelligent teaching, management and service platforms. We will create new forms of education services and establish a mechanism for co-building and sharing digital education resources. We will make full use of cloud computing, big data, artificial intelligence and other new technologies to build a comprehensive, whole-process, all-weather digital campus support system and improve our ability to manage education and teaching. Compared with other organizations, schools' social responsibility is more important. Digital education can change students' values and behaviour habits. Schools have a social duty to seek maximum popular support for social order. As an institution specialized in cultivating people, school bears the responsibility of cultural dissemination, innovation, criticism and reflection and other cultural promotion. Schools play an important role in the cultivation of people's potential ability and moral character, which cannot be replaced by other organizations. All these can provide direct intellectual support for economic development. Fundamentally speaking, the good functioning of schools is of great importance to the development of society towards the basic values of freedom, justice, harmony and prosperity. Especially in the context of COVID-19, for the need of sustain-

able development of digital education, it is necessary to carry out in-depth discussion on the essence, content and implementation approaches of social responsibility of digital education. Existing research results related to corporate social responsibility can provide reference for thinking about the social responsibility of schools. Social responsibility is a difficult and long task, not only for schools but also for the family and the government should pay attention to and seriously solve the problem. Only when families, schools and society are united, and all forces in society work together to pay attention to each other and create a good environment atmosphere, can the sense of social responsibility of schools be gradually enhanced.

With the advent of the post-epidemic era, based on the prevention and control and the social needs of facing sudden accidents, digital education development has provided new opportunities and challenges. At present, schools with good economic conditions have used technological advantages, economic ability and so on to win the first opportunity for the development of digital education, but other schools due to socio-economic conditions and other constraints, in this competition is likely to be left behind, which further led to the "digital divide" and "intelligence gap" intensified, thus becoming a factor of social instability. In the future, schools should make full use of new technologies such as artificial intelligence to improve the campus environment and promote the construction of smart campuses; Focus on sustainable educational concepts, make full use of artificial intelligence technology to reshape the relationship between teaching and learning, for all students to provide personalized learning resources and services. With the further integration of artificial intelligence into social life, the uneven distribution of educational resources between regions, groups and individuals, and the new issue of educational equity will also be highlighted. Schools and societies need to adhere to sustainable educational strategies and use digital education for human well-being. To pay close attention to and prevent the negative problems brought about by the development of artificial intelligence, we should take precautions and deployment measures against the problems that may arise, and try our best to make up for the "digital divide" or the imbalance of social and economic development caused by the development of artificial intelligence.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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