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REVIEWER'S REPORT

Manuscript No.: **IJAR-53334** Date: 14/08/2025

Title: "Towards Innovative Continuous Training of Teachers Researchers in Morocco: A Conceptual Framework Integrating Design Thinking and Ethical Artificial Intelligence."

Recommendation:

Accept as it is .....

√Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality			√	
Clarity			√	
Significance		√		

Reviewer Name: Dr Touseef Malik **Date:** 14/08/2025

Reviewer's Comment for Publication:

This manuscript presents a highly relevant and well-reasoned conceptual framework for the continuous training of teacher-researchers in Morocco. The articulation of Design Thinking and ethical artificial intelligence is innovative and provides a robust theoretical foundation for addressing the challenges of personalization and equity in higher education. By contextualizing this framework within Morocco's specific national reforms and institutional needs, the paper makes a significant and original contribution. The methodology, which combines a systematic literature review and a PESTEL analysis, is appropriate for the theoretical nature of the study.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

Strengths:

- **Originality of Framework:** The core strength of the manuscript is its innovative conceptual framework that synergistically integrates Design Thinking and ethical AI. This is a novel approach to addressing the complex needs of teacher-researcher training.
- **Strong Contextualization:** The paper effectively situates its framework within the specific realities and policies of the Moroccan higher education system, demonstrating a deep understanding of the local context and making the proposed solution highly relevant.
- **"Ethics by Design" Principle:** The native integration of ethics as a foundational principle, rather than a secondary consideration, is a powerful and crucial element of the framework, addressing a key challenge in the use of advanced technologies in education.
- **Rigorous Methodology:** The methodology, which includes a systematic literature review and a PESTEL analysis, is sound and appropriate for a theoretical research paper, providing a solid base for the conceptual framework.

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- **Clear Future Direction:** The manuscript identifies its theoretical nature and outlines a definitive plan for future empirical experimentation, which indicates a well-thought-out research trajectory.

Weaknesses:

- **Reliance on a Prior Diagnosis:** The paper frequently references an "initial assessment" or "diagnosis" by the authors (S. CHAOUI K.Derkaoui, 2025). Without access to this prior work, the foundation for the identified challenges and needs appears less transparent and makes it difficult for the reader to independently verify the initial assumptions.
- **Limited Empirical Evidence:** As a purely theoretical paper, a key weakness is the absence of any empirical data or pilot study to provide preliminary validation of the conceptual framework's feasibility or potential impact.
- **Complexity and Jargon:** The manuscript uses complex academic language and numerous acronyms (DT, AI, TRs, PESTEL, etc.), which could potentially hinder readability for a broader audience, even within academia.
- **Transferability of the Framework:** While the strong contextualization is a strength, the paper could more explicitly discuss the potential for adapting the framework for use in other developing nations or different cultural contexts.
- **Clarity on "Ethical AI":** The paper uses the term "ethical AI" repeatedly, but a more explicit and detailed discussion on what constitutes ethical AI within this specific framework would strengthen the argument and provide a clearer conceptual anchor for the reader.