

REVIEWER'S REPORT

Manuscript No.: **IJAR-53334**

Date: 16-08-2025

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

Recommendation:

Accept as it isYES.....

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: Shafiya Akhter

Reviewer's Comment for Publication.

Abstract Review:

The abstract effectively frames the study within Morocco's ongoing educational reforms, citing pivotal policy references such as the National Charter for Education and Training (1999), the Strategic Vision 2015–2030, Framework Law 51-17, and the ESRI 2030 Pact. It situates the research against the backdrop of modernization challenges in higher education, emphasizing personalization of pathways, equity of access, and the integration of advanced technologies.

The methodology is clearly described, combining a systematic literature review with a PESTEL analysis, which ensures a comprehensive contextual grounding of the Moroccan educational system. The articulation of Design Thinking with ethical artificial intelligence is presented as a central contribution, with an emphasis on human-centered and collaborative approaches enriched by AI's analytical and personalizing capacities.

The abstract highlights the integration of ethics by design and adaptation to Morocco's cultural and institutional specificities, ensuring alignment with national educational guidelines. It

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concludes by positioning the research as theoretical groundwork that establishes conceptual foundations for subsequent empirical testing, underlining both relevance and forward-looking potential.

Keywords Review:

The chosen keywords—Design Thinking, Ethical Artificial Intelligence, Pedagogical Innovation, Training Personalization, and Technological Ethics—capture the central themes of the study, offering clarity and precision for indexing and thematic positioning.

Résumé Review:

The French résumé faithfully mirrors the English abstract, ensuring accessibility to both linguistic audiences. It maintains consistency in referencing Moroccan educational reforms and underscores the same conceptual framing, methodological approach, and key challenges addressed. The bilingual presentation adds academic robustness and enhances the paper's reach within Moroccan and international scholarly communities.

Overall Assessment:

The paper presents a theoretically grounded and policy-aligned conceptual framework addressing continuous training for Moroccan teacher-researchers. By integrating Design Thinking and ethical artificial intelligence, it advances a discourse that is simultaneously innovative, ethically conscious, and contextually adapted. The systematic methodological approach and clear articulation of aims and contributions underscore the significance of this research within the broader efforts of educational modernization in Morocco.
