

REVIEWER'S REPORT

Manuscript No.: IJAR-56394**Title: Éducation et intelligence artificielle : entre innovation et défis éthiques,****Recommendation:****Accept after minor revision**

Rating	Excel.	Good	Fair	Poor
Originality		✓,		
Techn. Quality		✓,		
Clarity	✓,			
Significance	✓,			

Detailed Reviewer's Report

This article explores the complex intersection of AI deployment in educational settings and the resulting ethical implications regarding student data privacy. The paper is well-structured, timely, and addresses a critical gap in the current educational technology discourse by synthesizing technical capabilities with legal and ethical frameworks.

The author effectively establishes the transformative potential of AI, noting its capacity for personalized learning pathways and real-time performance monitoring that can enhance pedagogical efficiency. However, the core strength of the manuscript lies in its balanced critique of these innovations. By highlighting the shift toward "intelligent education," the author correctly identifies that such progress relies on the massive collection of sensitive student data, including academic results, behavioral patterns, and even biometric information. The discussion on the "black box" nature of algorithms—where decision-making processes remain opaque even to developers—is particularly insightful, as it underscores the difficulty in tracing algorithmic biases and ensuring accountability. Furthermore, the analysis of information monopolies held by large platforms like Coursera and EdX provides a necessary socio-economic dimension to the privacy debate, illustrating how data concentration can lead to digital dependency and the erosion of student autonomy.

Despite these strengths, the article would benefit from minor revisions to enhance its depth and practical applicability. While the author mentions the Moroccan context regarding legal gaps in data protection, this section could be expanded to provide a more detailed comparative analysis with international standards like the GDPR, which is briefly alluded to through European directives. Additionally, the section on "informed consent" highlights a significant practical "fail" in current systems—the tendency for students to bypass long, opaque privacy policies—but the proposed solutions could be more specific.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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For instance, discussing the implementation of "privacy by design" or specific data minimization techniques would provide more concrete guidance for technology designers. The recommendation for a government-led professional data supervision agency is a strong policy proposal, yet the manuscript would be more robust if it addressed potential challenges in the independence of such an agency. Finally, a minor linguistic review of the English abstract and keywords is recommended to ensure consistency with the French text's academic rigor.

Recommendation for the Editor

The article provides a comprehensive and ethically grounded overview of AI's dual role in modern education. It successfully argues that the long-term well-being of students depends on a proactive, multi-stakeholder approach to data governance. By addressing the aforementioned minor points, the author will further strengthen the manuscript's contribution to the field.

I recommend this article for publication with minor revisions.