Ethical AI and Education: The need for international regulation to foster human rights, democracy and equity

Tuesday, 22nd of July 2025 in Palermo, Italy

Workshop at AIED 2025 in Palermo, Italy
https://aied2025.learning-innovations.eu

All Workshop Results

**of the Third AIED Workshop on
"Ethical AI and Education"
at 26th International AIED Conference 2025
prepared by Dr. Christian M. Stracke**

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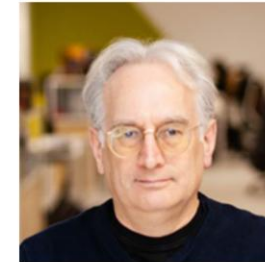
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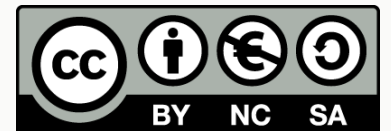**"Attribution – Noncommercial – Share Alike 3.0"**

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Workshop Overview

Workshop sessions: Overview

Sessions	Agenda Item	Duration (minutes)
1. Start	Welcome to the workshop	20'
	Introduction to the CoE work on AIED	10'
	Discussion of two questions (Q1 and Q4)	30'
	Summarising participants' input and wrap up	30'
2. World Café	Introduction to the World Café	5'
	First round of group discussions	25'
	Second round of group discussions	25'
	Third round of group discussions	25'
3. Plenary	Results from the group tables	30'
4. Closing	Collecting participants' input for future CoE work	15'
	Envisioning future steps and directions	10'

90 min.

80 min.

30 min.

25 min.

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Session 1: Intro & Scene Setting

Q1.   Which regulations of AI and education do you know?

Q2.   Which guidelines for AI and education have you to follow?

Session 2: World Café

Procedure at the tables:

1. **Reading** the open question and clarifying it

2. **Collecting** contributions (= answers) on the question as post-it at a flipchart or on a notebook

3. **Sorting** of all collected contributions in open discussion and clustering them

Document your results & send them to stracke@uni-bonn.de

Session 3: Plenary

Presenting the sorted and clustered contributions

Discussing and **reflecting** them

Session 4: Closing

Collecting & documenting participants' input for the future work of the Council of Europe and its AI&ED Expert Group

Envisioning & defining next steps, directions and activities

Concluding with a wrap up

Workshop Results

Workshop Session 1:

Start

AI&ED Expert Group by CoE

https://opening-up.education/artificial-intelligence-and-education

**Draft Resolution 3
on harnessing the potential of digital transformation in and through education**

We, Ministers responsible for Education, meeting in Strasbourg, France, for the 26th Session of the Council of Europe Standing Conference on 28-29 September 2023:

8. WELCOME the development of (i) a legally-binding instrument* on the use of Artificial Intelligence systems in education to protect and promote human rights, democracy and the rule of law;

9. Also WELCOME the development of (ii) a recommendation to ensure that teaching and learning about AI incorporates the impact of AI on human rights, democracy and the rule of law and prioritises the active participation and agency of teachers and learners;

Protection of Individuals with regard to Automatic Processing of Personal Data (ETS No. 108), other relevant international and European conventions;

c.   the Recommendation CM/Rec(2019)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education, Recommendation

AI&ED Expert Group by CoE

Mandate by Ministries of Education:

1. **International convention as European law for AIED**

2. **Recommendation for AI Literacy**

https://opening-up.education/artificial-intelligence-and-education

Session 1: Intro & Scene Setting

Q1. **Which regulations of AI and education do you know?**

Q2. **Which guidelines for AI and education have you to follow?**

Session 1: Results

AI Act

European Convention (Treaty 225)

GDPR

UNESCO Guidelines for Students

UNESCO Guidelines for Teachers

UNESCO HE Sustainable Development

Session 1: Results

European Guidelines for different target groups: https://ethicalai.ecompetence.eu/

German Guidelines for different target groups: https://ethischeki.ecompetence.eu/

China: Regulations for schools

Brazilian AI plan (development guidelines) and several Brazilian universities

Session 1: Results

Study on AI policies in eight countries:
https://doi.org/10.9781/ijimai.2025.02.011

ETS, Australia: internal policies + guidelines

France: University of Orléans

OECD.ai

Europe versus China

Session 1: Results

Different countries with different norms ->philosophies, different protective standards,

Academics look foolish

ChatGPT came so quickly

Maybe likely that ChatGPT can disappear due to energy + water consumption forecast

Session 1: Results

Different ways of thinking in countries, even in same discipline + organization

Ban of AI is under discussion

GenAI only? Difficult to define

Tipping point when ChatGPT was used

Session 1: Results

Negative impact of AI is focused more + more, positive aspects are not seen

Just the contrary: Hype instead of serious discussion about risks and negative impact by AI

Supervision of AI users

Rating of reliability of AI

Different levels of data at risk

Workshop Session 2:

World Café

Session 2: World Café

Procedure at the tables:

1. **Reading** the open question and clarifying it

2. **Collecting** contributions (= answers) on the question as post-it at a flipchart or on a notebook

3. **Sorting** of all collected contributions in open discussion and clustering them

Document your results & send them to stracke@uni-bonn.de

Session 2: World Café

Questions for the three tables:

1. What should **Ethics of AI and Education** cover?

2. Which regulation pillars are needed for **AI use in education**?

3. Which dimensions, competences and tasks should **AI literacy** focus and include?

Think about positive and negative aspects to be addressed.

Workshop Session 3:

Plenary

Session 3: Plenary

Q1: What should **Ethics of AI and Education** cover?

Q2: Which regulation pillars are needed for **AI use in education**?

Q3: Which dimensions, competences and tasks for **AI literacy**?

Presenting the sorted and clustered contributions

Discussing and **reflecting** them

Workshop Session 3:

WG 1 Results

Session 3: WG 1 Results

Q1: What should **Ethics of AI and Education** cover?

AI should not mislead people, providing false information and manipulation. This is a priority / disinformation

AI bias, values used should be clear

Different values and cultures should be respected, avoid cultural erasement

Risks of Polarization

Session 3: WG 1 Results

Q1: What should **Ethics of AI and Education** cover?

Promote democracy

Transparency

Identify attitudes, values that are behind LLMs (prepare collections of questions to identify this)

Technical issues on the models should be transparent/explainable

Session 3: WG 1 Results

Q1: What should **Ethics of AI and Education** cover?

Differentiate outputs that are Facts from hypotheses/predictions (perhaps we can have flags for bias/hypotheses/predictions)

Being fair should be a priority for any AI

Public education should use public, open models

Session 3: WG 1 Results

Q2: Which regulation pillars are needed for **AI use in education**?

Education goals should come before any technology

Stakeholders (teachers, parents, students, school staff, government) need to be involved in the design of AI used in education

Ai literacy and risks should be part of school content

Session 3: WG 1 Results

Q2: Which regulation pillars are needed for **AI use in education**?

Institutions should be free to choose when, how, and if students should make use of AI during school time/in school tasks.

Risks of students´ premature exposure to AI should be mapped

Session 3: WG 1 Results

Q3: Which dimensions, competences and tasks for **AI literacy**?

Dimensions:

- Ethics

- Data protection, privacy and security issues

- Models

- Applications and tools

- Risks (bias etc)

Session 3: WG 1 Results

Q3: Which dimensions, competences and tasks for **AI literacy**?

Dimensions (continued):

- Design

- Human agency

- Environment impacts

Session 3: WG 1 Results

Q3: Which dimensions, competences and tasks for **AI literacy**?

Competencies:

- Creativity

- Critical Thinking

- Identifying risks, bias, untrue results…

- Being aware of main issues (how trustful is AI?)

- Self regulation

Session 3: WG 1 Results

Q3: Which dimensions, competences and tasks for **AI literacy**?

Tasks:

- Evaluation/comparison of results

- Evaluation/comparison of process to produce results (with and without AI)

- Optimization (efficiency, quality)

- Discussion about AI impacts, results, processes, ethics …

Session 3: WG 1 Results

Q3: Which dimensions, competences and tasks for **AI literacy**?

Tasks (continued):

Institutions should be free to choose when, how, and if students should make use of AI during school time/in school tasks.

Risks of students´ premature exposure to AI should be mapped

Workshop Session 3:

WG 2 Results

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Establishing understanding, what exists, what is happening, what should be happening

- What is AI,

- What is not AI

- What is ML

History of AI

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Case studies and examples of how things have gone wrong or places where bad practices have been called out (e.g. facial recognition for recidivism, zip codes for predicting knowledge, Robodebt, ImageNetRoulette)

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

What level of error would be acceptable? What can we measure error with? Error? Outcomes, Learning, Decisions supported, Use of the algorithmic process, explainability, Data quality and bias

Where should the human and/or responsibility for the system lie?

Black boxes coming from closed development

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Liability of the person making the decision based off of AI... and their lack of knowledge about the AI systems (sometimes due to black boxes, sometimes due to a lack of knowledge about AI per se)

Ways of mitigating bad outcomes and bias: Human in the loop, fairer data, supervised learning, technical democracy, NeurIPS ethics reviews

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Practical or virtue ethics (vs deontological vs consequential...)

The different legislative frameworks, their impact and interactions

GDPR, AI Act, Council of Europe Treaty 225, Data protection act...

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Who is the stakeholder to which the AI will get applied (e.g. children, ...) and what are their implicit rights? (e.g. right of the child)

Use - Stakeholder

\   /

Technology

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Providers, Deployers… who they are and what their responsibility is

AI regulation

Who is the target

Wrongs and rights

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Cultural expectations and dependencies in ethics (China, vs Europe, vs USA vs... not more or less ethical, but more different)

- Differences

- Overlaps - what can be shared?

Session 3: WG 2 Results

Q1: What should **Ethics of AI and Education** cover?

Development of tools that are ethical but profitable

Power relations

Workshop Session 4: Closing

Session 4: Closing

Collecting & documenting participants' input for the future work of the Council of Europe and its AI&ED Expert Group

Envisioning & defining next steps, directions and activities

Concluding with a wrap up

AI and Education

Interested? Contact me!

Dr. Christian M. Stracke
Coordinator Cloud Strategy, OE and AI&ED Research
stracke@uni-bonn.de

www.hrz.uni-bonn.de
www.opening-up.education

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and many more, all are openly and freely available at: http://www.opening-up.education

Let us cooperate!

stracke@uni-bonn.de

@christianm.stracke9671

@ChrMStracke@mastodon.online

https://www.linkedin.com/in/christian-m-stracke

www.opening-up.education

Thank you for your attention!

Interested? What are your questions?

Dr. Christian M. Stracke
Coordinator Cloud Strategy, OE and AI&ED Research
stracke@uni-bonn.de

www.hrz.uni-bonn.de
www.opening-up.education