

# THIRD INTERNATIONAL SPRING SCHOOL FOR DOCTORAL STUDENTS IN SOCIAL AND HUMAN SCIENCES

## CONCEPT NOTE

# Ethics & Transparency for Responsible Research in Human and Social Sciences in the Age of AI

**28-30 MAY 2025**

Faculty of Educational Sciences -  
Mohammed V University in Rabat  
Morocco



The Moroccan Institute for Advanced Studies (IMEA)  
in collaboration with  
The Faculty of Educational Sciences (FSE), Mohammed V University in Rabat (UM5R)

Organize

## **The 3rd International Spring School for Doctoral Students in Human & Social Sciences**

Under the Theme:

**“Ethics & Transparency for Responsible Research in Human and  
Social Sciences in the Age of AI”**

**28-30 May 2025**

### **CONCEPT NOTE**

#### **I. Context**

The emergence of Artificial Intelligence (AI) within the landscape of academic research is both exciting and daunting in the sense that it can streamline research processes, enhance the scope of data analysis, and provide researchers with advanced tools to address complex research questions. However, for doctoral students and early-career researchers, this technological advancement comes with significant risks that may threaten the integrity of their academic development. In other words, AI can undoubtedly support research by aiding in literature reviews, automating data analysis, and even improving the writing process. Meanwhile, its over-reliance may undermine the core academic skills essential to the research process. Academic training, particularly in the early stages of a researcher's career, is not solely about generating output; it is about learning how to think critically, engage deeply with research questions, construct original arguments, and develop a profound understanding of scholarly literature.

Hence, AI risks fostering intellectual dependency, where researchers may:

- Rely on AI-generated content that creates an illusion of expertise without real engagement with the subject.
- Depend on automated literature reviews that might present biased or overly simplistic interpretations; thus, stunting intellectual growth.
- Use AI-driven writing tools, eroding their ability to craft well-structured, contextually original arguments and voice their unique academic perspectives.
- Conduct data analysis through AI without a full understanding of the methodological underpinnings, which could lead to superficial, uncritical conclusions.



To build a strong academic foundation, researchers are first required to master critical thinking, methodological rigor, and ethical integrity independent of AI. The latter should be seen as a complement to these skills, rather than a replacement. Otherwise, the integrity of academic research might be compromised, which might lead to a decline in research quality, increased academic misconduct, and the erosion of trust in scholarly work.

In light of this, the *3<sup>rd</sup> Edition of the Spring School for Doctoral Students of the Human and Social Sciences*, co-organized by the Moroccan Institute for Advanced Studies within Mohammed V University in Rabat in collaboration with the Faculty of Sciences of Education aims to address these critical issues and provide doctoral students/researchers with the knowledge and tools necessary to integrate AI responsibly into their research practices. The school aims to ensure that AI remains a tool for enhancing, not replacing, core academic skills, while promoting intellectual growth and research integrity.

## II. Objectives of the School

The objectives of this three-day training are to:

- **Examine** the ethical implications of AI applications in human and social sciences research.
- **Emphasize** the importance of maintaining independent academic skill-building and intellectual engagement despite the convenience offered by AI tools.
- **Take** stock of issues such as plagiarism risks, AI-generated bias, and the challenge of maintaining originality in the context of AI.
- **Foster** an environment where researchers disclose AI assistance to reinforce both the ethical use of AI and the preservation of research integrity.
- **Equip** the participants with actionable strategies for incorporating AI into their research in ways that prioritize intellectual rigor and independent critical thinking.
- **Provide** real-world examples to enable participants to better understand the ethical implications of AI in academic research and how to navigate them responsibly.

## III. Key Themes & Topics

The school will cover several critical topics that are designed to provide both theoretical insights and practical tools for responsible AI use. Below are additional subthemes that will be covered:

- Exploring AI's impact on research methodologies in the human and social sciences.
- Investigating how AI misuse can hinder the development of independent research skills.
- Investigating the ethical risks posed by algorithmic decision-making, particularly regarding fairness and bias.
- Discussing both the opportunities and ethical challenges presented by AI in the academic publishing process.
- Introducing best practices and/or regulatory frameworks that ensure AI's responsible use in academia.

- Providing hands-on experience with real-world ethical dilemmas to help participants develop practical, responsible AI use strategies.
- Analyzing the risks and benefits of AI-generated educational resources in open education.
- Assessing the role of AI in enhancing accessibility and inclusivity within open education and open science

#### IV. Expected Outcomes

By the end of this training program, participants will:

- Understand how to preserve their core academic skills while integrating AI as a tool for support.
- Gain insights into the ethical concerns surrounding AI in research (including issues of bias, plagiarism, and transparency).
- Learn how to disclose AI involvement and maintain research integrity.
- Build a broader understanding of how AI fits into global research standards.
- Learn how to integrate AI in a way that enhances academic work without compromising integrity.

#### V. Modality

The Spring School will adopt a blended methodology, combining expert-led lectures, interactive panel discussions, and hands-on workshops. Participants will have the opportunity to engage deeply with ethical dilemmas through case studies, learn from AI ethics scholars, and develop concrete strategies for responsible AI adoption in their academic work. Furthermore, this year, the school will allocate half a day for doctoral students to present a paper or research related to one of the themes of the school. (A separate call for speaker's participation is launched for those interested in participating as speakers).

#### VI. Target Audience

This training is aimed at doctoral students from across the social and human sciences, who are currently enrolled in a Moroccan public university, particularly those who are looking for the opportunity to develop strategies for ethically integrating AI into their research while maintaining strong foundational academic skills.

#### VII. Event Coordinator

- Dr. Abdeslam BADRE, *Associate Professor- UM5R*
- Dr. Yamina El Kirat El Allame, UM5R



### **Dates:**

Deadline application & abstract Submission  
Participants' selection outcomes  
Speakers' Full Paper Submissions  
Event

4<sup>th</sup> April 2025  
15<sup>th</sup> April 2025  
05<sup>th</sup> May 2025  
28<sup>th</sup> to 30<sup>th</sup> May 2025

**Language of the School:** English

**Location:** Faculty of Educational Sciences, Mohammed V University in Rabat - Morocco

### **Organizing Committee:**

- Prof. Abdeslam BADRE
- Prof. Yamina El KIRAT EL ALLAME
- Ms. Rania LOUGMIRI
- Prof. Abdellatif KIDAÏ
- Prof. Mohammed BOUCHEKOURTE
- Ms. Mouna AL ANDALOUSSI

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