

AIED 2026 Workshop

Ethical Artificial Intelligence and Education (AI&ED):

The need for international regulation to foster human rights, democracy and equity

Workshop organizers: Christian M. Stracke, Beth Havinga, Wayne Holmes, Ron Salaj, Daniel Burgos
and Jon Mason

<https://aied2026.learning-innovations.eu/>

<https://festival-of-learning-2026.info/accepted-workshops/#workshop4>

Guiding Questions of the AIED 2026 Workshop

Our fourth workshop at the International AIED Conference will focus the need for international regulation of **AI and Education (AI&ED)** to foster human rights, democracy and equity.

AI&ED means the necessary combination of **Education with AI** (short: AIED = using AI in education), and **Education about AI** (short: AI Literacy = learning and building competences about AI).

The half-day workshop will be run in an interactive, hybrid format, encouraging active participation throughout. It is divided into two parts, each building on the other.

The **first part** focuses on small group work or plenary discussion (depending on the number of participants), where participants will collaborate on three key questions:

1. Which regulations of AI and Education (AI&ED) do you know?
2. Which guidelines for AI and Education (AI&ED) have you to follow?
3. Which AI&ED regulations and guidelines are you missing and would like to be developed?

In the **second part**, the workshop will use the World Café approach, where participants will work in small working groups on three questions and answer them in group discussions. The discussions will be documented, synthesised, and structured into categories that reflect actionable regulatory needs. The three key questions are:

1. Ethics: What should the ethics of AI and Education cover?
2. Regulation: Which regulation pillars are needed for the AI use in education to safeguard and foster human rights, democracy and equity?
3. Assessment: Which specific ethical regulations, principles and considerations should be implemented for AI use in formative and summative assessment in education?

Programme of the AIED 2026 Workshop

Moderation and Facilitation: Jon Mason

Documentation for all sessions from the small group work (each table) will be done online:

FIRST PART:

SESSION 1: INTRO & SCENE SETTING (13:00 – 15:00)

13:00 - 13:15: Welcome & Introduction; objectives of the workshop; expectations of participants

13:15 - 13:30: Input: Christian M. Stracke (focusing on the work by the AI&ED Expert Group appointed by the Council of Europe and key activities on AI&ED regulations)

13:30 - 14:30: Small group work or plenary discussion on the first three questions

14:30 - 15:00: Reporting of discussion results and their critical reflection

15:00 – 15:30: Coffee break

SECOND PART:

SESSION 2: WORLD CAFE (15:30 – 17:00)

Round 1: Ethics

Guiding discussion questions for round 1 "Ethics":

- What ethical questions are we **NOT** asking about AI in education, and why might they be missing from current debates?
- How can we broaden ethical thinking about AI use in education beyond dominant Western, liberal frameworks, to include **other ways of knowing, relating, and valuing**?
- How can AI literacy help learners and educators to recognise and critically reflect on **ethical and political dimensions** of AI systems?

Round 2: Regulation

Guiding discussion questions for round 2 "Regulation":

- What aspects of AI use in education **most urgently need regulation**—including less obvious ones we might be overlooking?
- Who should be held accountable when AI systems cause harm in educational settings—and how can regulation make **accountability meaningful and enforceable**?
- How can regulation be designed to respect diverse **educational values, needs, and infrastructures** across local, national, and global contexts?
- What competences or capabilities should **AI literacy** in education include—and for whom?

Round 3: Assessment

Guiding discussion questions for round 3 "Assessment":

- Which **ethical regulations, principles and considerations** are required for the most critical task in education that is assessment and grading?
- Which **differences** are needed between ethical regulations of AI use in formative assessment without grading and ethical regulations of AI use in summative assessment with grading?
- How can we ensure that AI-generated feedback that learners receive in self-assessments is **not biased, disrespectful and harmful**?

SESSION 3: PLENARY (17:00 – 17:45)

Results from the group tables and their discussion, for each question

SESSION 4: CLOSING (17:45 – 18:00)

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

Envisioning & defining next steps, directions and activities

Concluding with a wrap up