



SYMPOSIUM SIMUVACTION on AI 2026
AI-Driven Customization in Education: New Pedagogy or New Divide?
Thursday March 26, 2026, Isep, Issy-Les-Moulineaux
PROVISIONAL PROGRAM

Scientific Committee

Name	Title & Affiliation
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AI-driven customization is increasingly presented as a major pedagogical breakthrough: by adapting learning pathways to each student's profile, pace, and needs, artificial intelligence promises more effective, inclusive, and personalized education systems. From adaptive tutoring systems to generative learning assistants, personalization is now positioned as a response to long-standing challenges in education — learning diversity, teacher shortages, disengagement, and unequal outcomes.

Yet recent publications by UNESCO, OECD, GPAI and other international bodies converge on a more cautious diagnosis: the educational effects of AI-driven personalization remain largely unproven, unevenly distributed, and deeply shaped by governance choices rather than by technology alone. What is at stake is not simply whether AI can support learning, but what kind of education systems are being redesigned in the name of personalization — and for whom.

First, at the level of cognitive development, AI customization raises fundamental pedagogical questions. While adaptive systems optimize content delivery and feedback, there is limited evidence that they foster deep understanding, critical thinking, or learner autonomy. The risk is



a shift toward short-term performance optimization at the expense of long-term cognitive development — generating what some describe as *cognitive debt*. This challenges education systems to reconsider curriculum relevance, future skills, and assessment methods in an AI-mediated learning environment.

Second, AI-powered personalization profoundly affects the role of teachers. International frameworks consistently emphasize that teachers are central to meaningful AI integration. Yet in practice, AI tools are often introduced without sufficient teacher training, participation, or pedagogical oversight. This creates a tension between professional judgment and algorithmic guidance, raising the question of whether AI is augmenting teaching — or quietly redistributing pedagogical authority away from educators, including in areas such as character education and values formation.

Third, AI-driven customization directly intersects with equity and inclusion. While personalization is often framed as a tool for inclusion, UNESCO warns of a growing “AI divide”, where access to high-quality, human-supported learning is uneven, and where disadvantaged learners may be steered toward more automated, constrained, or data-driven educational pathways. This forces a critical examination of whether AI personalization can genuinely reduce inequalities — or whether it risks fragmenting education systems into differentiated trajectories.

Fourth, the expansion of personalized AI in education raises pressing questions about commercialization and governance. As personalization technologies are largely developed and operated by big tech companies, concerns emerge about opaque algorithms, data extraction, and long-term dependency of public education systems on private infrastructures. This shifts the debate from the effectiveness of tools to agenda-setting power: who defines educational goals, success metrics, and what counts as “optimization” in learning?

Finally, AI-driven individualized pathways challenge the social function of schooling itself. Education is not only about individual achievement, but also about shared knowledge, collective experiences, and socialization into civic and cultural communities. Increasingly individualized learning risks isolating students into parallel trajectories, weakening common educational references and social bonds. This raises a fundamental question: can schools remain spaces of shared learning and social cohesion in an era of algorithmically personalized education?

Taken together, these tensions frame the central question of this symposium: Is AI-driven customization in education opening the way to a genuinely new pedagogy — or is



it creating new divides, redistributing power, and reshaping education systems in ways that demand urgent public debate and governance?

Program – CET Time

09:00 – 10:00 | Opening Session

Welcome and opening remarks
Overview of the symposium context and participants

10:00 – 10:30 | Keynote

Keynote speaker

Dr. Colin de la Higuera, holder of the UNESCO RELIA Chair (Open Educational Resources and Artificial Intelligence), Nantes University

10:30 – 10:50 | Q&A Session

Questions and discussion with the keynote speaker

10:50 – 11:00 | Break

11:00 – 12:30 | Panel Session

Moderator: Sebastien Louradour - Senior Tech Policy & AI Specialist, Independent / AI strategy & policy professional

Panelists (to be confirmed)

- Alicia Cai – Student representative, Master Student, Biological Sciences, Leiden University
- Marquise McGriff – Academia representative, Assistant Director for AI Student Engagement and Experiential Learning, University of Florida, Gainesville
- Maxime Le Bourgeois, Cognitive Neuroscience Researcher, [Everyone.AI](#), London, UK
- Dr. Musab Al Rawi, Director of the ICESCO Chair on Ethics of Artificial Intelligence

12:30 – 1:30 | Lunch Break

1:30 – 2:45 | Breakout Workshops

Five parallel working groups addressing the following topics:

1. AI and Cognitive Development - Facilitators: Klara Luise Lübbers - Research Associate, [Professorship of Civil Law, Transnational Private Law](#), Leuphana University Lüneburg, Germany - Veronika Datzer, Policy Advisor, GIZ - Germany -



Does AI-driven personalization actually improve learning — or are we mistaking technical adaptation for pedagogy?

2. AI and Teaching Roles - Facilitators : Alexandra Blank, Study Coach & Well-Being Officer, Leiden Institute of Advanced Computer Science (LIACS), Leiden University - Alicia Cai (start-up), Master Student, Creative Intelligence and Technology, Leiden University -

Is AI-powered customization redefining the teacher’s role — or quietly displacing pedagogical authority?

3. AI in Education and Inclusion - Facilitator: Emanuel Goffi - Professor of Ethics & Philosopher of Technology, Isep – École d’ingénieurs du numérique (Paris Institute of Digital Technology)

Does individualized learning through AI strengthen inclusion — or fragment education into unequal, data-driven trajectories?

4. AI and the Commercialization of Education - Facilitator : Hazar Haidar - Professor (Bioethics & AI Ethics), Université du Québec à Rimouski (UQAR), Département des lettres et humanités; Audrey Enet - Project manager and coordinator, Décarbhone+, Québec Fernando Hellmann, Professor, (UFSC), Florianópolis, Brazil

Who shapes what “personalized education” means: public education systems or big tech companies?

5. AI and School Socialization - Facilitator : Marquise McGriff -Academia representative, Assistant Director for AI Student Engagement and Experiential Learning, University of Florida, Gainesville- and students

Can schools remain spaces of shared knowledge and socialization when learning paths are increasingly individualized by AI?

2:45 – 3:00 | Break

3:00 – 4:15 | Plenary Feedback Session (Call - Out)

Moderator: Alexandra Blank, Study Coach & Well-Being Officer, Leiden Institute of Advanced Computer Science (LIACS), Leiden University

Discussion with **group facilitators** and panelists

- Dr. Peter Molnar, Professor in Data Science at the Georgia State University, Atlanta
- Dr. Musab AlRawi, Director of the ICESCO Chair on Ethics of Artificial Intelligence, Oman
- Maxime Le Bourgeois, Researcher, [Everyone.AI](#), London, UK
- Klara Luise Lübbers - Research Associate, [Professorship of Civil Law, Transnational Private Law](#), Leuphana University Lüneburg, Germany -
- Dr. Emmanuel R. Goffi, Professor of Ethics & Philosopher of Technology, Isep, École d’ingénieurs du numérique (Paris Institute of Digital Technology)
- Dr. Hazar Haidar, Professor (Bioethics & AI Ethics), Université du Québec à Rimouski (UQAR), Département des lettres et humanités

4:15 – 4:30 | Closing Remarks



QUESTIONS FOR THE PANELS

1. AI and Cognitive Development

Does AI-driven personalization actually improve learning?

Sub-questions:

1. In a context of AI personalization, what forms of cognition are AI-personalized systems actually optimizing (speed, accuracy, task completion) and fostering long-term cognitive development — or creating “cognitive debt” by reducing productive struggle, uncertainty, and exposure to diverse ways of thinking?
2. How should curricula evolve in an AI-personalized environment to ensure relevance for future skills (judgment, creativity, ethical reasoning), rather than reinforcing narrowly measurable competencies?
3. How must assessment systems be redesigned so that they capture meaningful learning in AI-mediated contexts, rather than rewarding short-term performance gains produced by algorithmic support?

2. AI and Teaching Roles

Is AI-powered customization redefining the teacher’s role — or quietly displacing pedagogical authority?

Sub-questions:

1. Who makes pedagogical decisions in AI-supported classrooms: teachers, algorithms, or platform designers — and how transparent are these decision-making processes?
2. How does AI-driven customization affect teachers’ role in character education, values formation, and moral judgment — domains that resist automation but are central to schooling?
3. Could AI personalization lead to a deskilling of teachers, or can it be designed to strengthen professional skills autonomy and pedagogical expertise?
4. who is responsible for students' learning progress in times when AI is still hallucinating? will this be part of a teacher's responsibility?



3. AI in Education and Inclusion

Does individualized learning through AI strengthen inclusion — or fragment education into unequal, data-driven trajectories?

Sub-questions:

1. Who benefits most from AI-driven personalization today, and which learners are more likely to receive automated, lower-cost, or reduced educational pathways?
2. How do differences in infrastructure, data availability, and institutional capacity shape the quality of AI personalization across countries, regions, and schools?
3. Does personalization risk locking learners into early profiles or predictions, limiting mobility and reinforcing social or academic stratification over time?
4. What public policy safeguards are needed to ensure that personalization expands opportunities rather than institutionalizing differentiated educational tracks?
5. What measures or policies could be implemented to leverage accessibility in a dialogue North/ South? What are the factors of inclusivity?

4. AI and the Commercialization of Education

Who shapes what “personalized education” means: public education systems, universities and academia or big tech companies?

Sub-questions:

1. Who defines the goals and success metrics of “personalized learning” — educational authorities, teachers, or private platform providers?
2. How do commercial incentives embedded in AI systems influence curriculum design, learning pathways, and notions of efficiency or optimization?
3. What are the long-term implications of data extraction and platform dependency for public education systems’ autonomy and sovereignty?
4. What governance mechanisms are needed to ensure transparency, accountability, and public oversight over algorithms that shape learning at scale?

5. AI and School Socialization

Can schools remain spaces of shared knowledge and socialization when learning paths are increasingly customized by AI?

Sub-questions:

1. How does AI-driven individualization affect students’ exposure to shared knowledge, common cultural references, and collective intellectual experiences?



2. What happens to peer interaction, collaboration, and collective problem-solving when learning trajectories are increasingly personalized and asynchronous?
3. Can AI be designed to support social learning and civic education, or does personalization inherently privilege individual optimization over collective formation?
4. What risks does extreme personalization pose to the social mission of schooling, including social cohesion, democratic participation, and shared responsibility?

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