ISA RC04 Midterm Conference

Education and AI

Book of Abstracts

Editors:
Sofija Matović
Tamara Marković

September 24–26, 2026
University of Belgrade, Faculty of Education

Book of Abstracts

AGENDA for ISA RC04 Midterm Conference: Education and AI

ISA RC04 midterm conference

EDUCATION AND AI

Book of Abstracts

Editors
Sofija Matović*
Tamara Marković**

24–26th September, 2026
Belgrade (Serbia)

* https://orcid.org/0009-0000-8483-8932
** https://orcid.org/0009-0000-1599-8780

CONFERENCE LOCAL PROGRAMME COMMITTEE

President of the Local Programme Committee
Slobodan Antonić, PhD, Full Professor,
University of Belgrade, Faculty of Philosophy, Belgrade (Serbia)

Vice president of the Local Programme Committee
Srđan Šljukić, PhD, Full Professor,
University of Novi Sad, Faculty of Philosophy, Novi Sad (Serbia)

Members
Uroš Šuvaković, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Danimir Mandić, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Sanja Blagdanić, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Danijela Kostadinović Krasić, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Miroslava Ristić, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Gordana Miščević, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Vladimir Vuletić, PhD, Full Profefssor,
University of Belgrade, Faculty of Philosophy, Belgrade (Serbia)
Jasmina Petrović, PhD, Full Professor,
University of Niš, Faculty of Philosophy, Niš (Serbia)
Jovan Bazić, PhD, Full Professor,
University of Priština, in Kosovska Mitrovica, Teacher Education Faculty of Prizren, Leposavić (Serbia)
Iljaz Osmanlić, PhD, Associate Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Miša Stojadinović, PhD, Principal Research Fellow,
Institute for Political Studies, Belgrade (Serbia)
Ivko Nikolić, PhD, Associate Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Jelena Petrović, PhD, Assistant Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Ivana Luknar, PhD, Research Associate,
Institute for Political Studies, Belgrade (Serbia)

LOCAL ORGANIZING COMMITTEE

President of the Local Organizing Committee
Uroš Šuvaković, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)

Members
Sanja Blagdanić, PhD, Full Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Branislava Vučković, PhD, Assistant Professor,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)
Ljiljana Bujišić, PhD, Assistant Professor,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Slobodan Mrđa, PhD,
The Serbian Sociological Association, Belgrade (Serbia)
Sofija Matović, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Jelica Babić, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Gordana Stoković, MA, Teaching Assistant,
University pf Belgrade, Faculty of Education, Belgrade (Serbia)
Tamara Marković, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Ivana Petrović, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Anđela Dimić, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Nikoleta Dobrosavljević, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Ajdina Župić, MA, Teaching Assistant,
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Milica Tomašević, MA, Teaching Assistant,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)
Teodora Jakšić, MA, Teaching Assistant,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)
Nemanja Radovanović, MA, Teaching Assistant,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)

Jovana Šmigić, MA, Teaching Assistant,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)
Nevena Jakovljević, MA,
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Kosovska Mitrovica (Serbia)
Bojana Sekulić, MA, Research Assistant,
Institute for Political Studies, Belgrade (Serbia)
Boško Mihailović, MA,
University of Belgrade, Faculty of Education, Belgrade (Serbia)

The book contains abstracts of presentations at the ISA RC04 midterm conference entitled *Education and AI* held at the Faculty of Education, University of Belgrade, from 24th to 26th September 2026.

CONTENTS

Biography of the President of the ISA RC04 *Sociology of Education* 17

Biographies of Plenary Speakers 18

DAY 1
24th September
OPENING CEREMONY & PLENARY SESSION 1

Marios Vryonides, PRESIDENTIAL SPEECH / EDUCATION AND AI: A SOCIOLOGICAL AGENDA FOR THE SOCIOLOGY OF EDUCATION 25

Danimir Mandić, TEACHERS' PROFESSIONAL READINESS FOR THE INTEGRATION OF GENERATIVE ARTIFICIAL INTELLIGENCE INTO TEACHING: EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAMME 26

Natalia Lebedeva-Nesevria, ARTIFICIAL INTELLIGENCE IN SOCIALLY SIGNIFICANT SPHERES: FACTORS OF TRUST AMONG RUSSIANS 27

Sreeramulu Gosikonda, TEACHERS, TECHNOLOGY, AND TRANSFORMATION: BRIDGING THE DIGITAL DIVIDE WITH AI IN EDUCATION 28

DAY 2
25th September
PLENARY SESSION 2

Magdalini Kolokytha, Dionysios Gouvias, Ourania Ventista, Nikolaos Tapsis, Grigorios Arkoumanis, "GREAT, GENERATIVE EXPECTATIONS": GREEK PRE-SERVICE TEACHERS' READINESS TO INTEGRATE ARTIFICIAL INTELLIGENCE INTO FUTURE TEACHING PRACTICES 31

Sibel Akyildiz, Semen Leventoglu, DOES ARTIFICIAL INTELLIGENCE TRANSFORM THE PERCEPTION OF THE "IDEAL TEACHER"? THE IMPACT OF AI USE ON PROFESSIONAL STATUS IN TURKISH HIGHER EDUCATION. 32

William Bradley, THE MASTER NARRATIVE OF AI: INTERRUPTED 33

DAY 3
26th September
PLENARY SESSION 3

Rafael Vázquez-García, Ivana Manić, CAN ARTIFICIAL INTELLIGENCE FOSTER MORE DEMOCRATIC EDUCATION? CRITICAL THINKING, LANGUAGE, AND CIVIC AGENCY 37

Funda Karapehlivan, READING SOCIOLOGICALLY AGAINST THE MACHINE: AI-GENERATED TEXT AND THE PRACTICE OF ACADEMIC WRITING IN THE BA CLASSROOM 38

Arne Vermassen, MAKING UP STUDENTS IN THE AI AGE. 39

DAY 2
25th September
PARALLEL SESSION 1

Maria Chalari, Marios Vryonides, EMBRACING GENERATIVE AI IN HIGHER EDUCATION: ETHICS, EPISTEMIC JUSTICE AND THE FUTURE OF TEACHER EDUCATION 43

Maria Baynova, ARTIFICIAL INTELLIGENCE AND ACADEMIC ETHICS IN EDUCATION. 44

Magda Asatiani, Mariam Dalakishvili , A COMPARATIVE ANALYSIS OF FREE AI ASSESSMENT TOOLS VERSUS HUMAN EVALUATION IN HIGHER EDUCATION: ETHICAL CONSIDERATIONS FOR INTEGRITY AND ACCOUNTABILITY 45

Joshi Babu Palli, FROM TEXT MATCHING TO MACHINE DETECTION: THE INSTITUTIONALISATION OF ACADEMIC INTEGRITY TOOLS IN THE AGE OF GENERATIVE AI 46

Ekaterina Garibova, ETHICAL AND ORGANISATIONAL DIMENSIONS OF AI IMPLEMENTATION IN UNIVERSITY HR EVALUATION SYSTEMS. 47

Alexey Kluev, Anna Bagirova, Oksana Shubat, Ludmila Zolotnitskaya, DIGITAL CO-PRODUCTION OF EDUCATION: RELATIONS BETWEEN PARENTS, LEARNERS AND EDUCATIONAL INSTITUTIONS AS A BASIS FOR UNDERSTANDING AI CHALLENGES 48

Olga N. Mamonova, CAN ARTIFICIAL INTELLIGENCE BECOME A NEW MENTOR? PROSPECTS AND RISKS OF LOSING THE CULTURAL CODE IN AN ERA OF GLOBAL TRANSFORMATIONS 49

Aniruddha Naik, BEYOND ALGORITHMIC LEARNING: AI, CRITICAL THINKING, AND REFLEXIVE PEDAGOGY AMONG ENGINEERING STUDENTS IN INDIAN UNIVERSITY 50

Avery Benton, ASKING CHAT: LOGIC & LEARNING IN 21ST CENTURY EDUCATION 51

Elmira Akhmetova, SOCIAL CAPITAL VS. ALGORITHMIC TRUST: TRANSFORMATION OF THE SCIENTIFIC AND EDUCATIONAL COMMUNITY IN THE ERA OF AI 52

Ivana Luknar, SOCIETAL IMPLICATIONS OF HUMAN-MACHINE INTERACTION AS A METHODOLOGICAL CHALLENGE 53

Ella Dutova, DELEGATING EDUCATIONAL DECISIONS: A SOCIOLOGICAL FRAMEWORK FOR TRUST, AUTHORITY, AND ACCOUNTABILITY IN AI-MEDIATED LEARNING ENVIRONMENTS 54

Maria Pevnaya, Egor Apalkov, INTEGRATION OF ARTIFICIAL INTELLIGENCE INTO THE DIGITAL ACTIVITY PRACTICES OF DIFFERENT AGE GROUPS OF RUSSIAN YOUTH 55

Uroš V. Šuvaković, GLOBALIZATION AS UNIFICATION: CAN ARTIFICIAL INTELLIGENCE REDIRECT THIS TENDENCY? 56

M. Isabel Garrido Gómez, LEGAL EDUCATION AND LEGAL PRACTITIONERS: THE NEED FOR AI TRAINING 57

Ljubiša Bojić, A FRAMEWORK FOR MEASURING CREATIVITY IN LARGE LANGUAGE MODELS 58

Miroslava Ristić, Tamara Marković, INTEGRATED MODEL FOR THE SAFETY AND PEDAGOGICAL EVALUATION OF TOOLS BASED ON ARTIFICIAL INTELLIGENCE SYSTEMS 59

Huan Li, Evgeniy Terentev, Danila Pavliuk, Evgenia Shmeleva, Irina Shcheglova, AM I STILL AN INDEPENDENT RESEARCHER? THE PERCEIVED INFLUENCE OF GENAI ON DOCTORAL STUDENTS' IDENTITY DEVELOPMENT IN RUSSIA AND CHINA 60

Nikola Pavlović, EDUCATION AND COGNITIVE SOVEREIGNTY IN THE ERA OF ARTIFICIAL INTELLIGENCE 61

Nemanja Radovanović, LEARNING, KNOWLEDGE, AND AUTHORSHIP IN AI-SUPPORTED SOCIOLOGY EDUCATION: AN EXPLORATORY CLASSROOM STUDY 62

Saidakhror Gulyamov, Andrey V. Rezaev, Maxim Petrov, PROMISE, HYPE, CAPABILITY, REALITY: LOOKING AT THE PROCESSES OF AI ADOPTION IN UZBEK AND RUSSIAN HIGHER EDUCATION SYSTEMS 63

Vildan Ozerturk Sofu, AI INTEGRATION IN ACADEMIA: EMPOWERMENT OR PASSIVITY? AN INVESTIGATION OF SCHOLARS' ENGAGEMENT AND PERCEPTIONS 64

Hina Amin, Tahira Jabeen, Saleha Ali, Sana Amin, FAMILIARITY, ACCEPTANCE, AND USE OF DIGITAL AND AI ASSESSMENT TOOLS AMONG UNIVERSITY TEACHERS VS. STUDENTS IN ODL 65

Olivera Đokić, LEARNING IN MATHEMATICS EDUCATION IN LIGHT OF CHANGES CAUSED BY ARTIFICIAL INTELLIGENCE 66

Surajit Das, Gourav Roy, Saravanan Muthuramalingam, Aleksei Eliseev, GENERATIVE AI AND EVOLVING ASSESSMENT POLICY: IMPLICATIONS FROM A PRELIMINARY STUDY ON STUDENT PERFORMANCE METRICS. 67

DAY 2
25th September
PARALLEL SESSION 2

Irina Sosunova, ECOLOGISATION AS AN EDUCATIONAL STRATEGY FOR UNIVERSITIES IN THE CONDITION OF UNCERTAINTY AND EMERGING CHALLENGES. 71

Christoph Peschak, Sandra Pia Harmer, FORMATIVE FEEDBACK ON STUDENT TEXTS WITH CHATGPT: POTENTIALS AND LIMITATIONS IN PRIMARY WRITING EDUCATION 72

Gordana Miščević, Gorana Starijaš, Ljiljana Bujišić, Ivana Petrović, Jelena Radojičić, THE USE OF ARTIFICIAL INTELLIGENCE IN THE PREPARATION OF TEACHING ACTIVITIES IN "NATURE AND SOCIETY" WITHIN CRAIE TRAINING: TEACHERS' REFLECTIONS 73

Danimir Mandić, Gordana Miščević, Jelena Petrović, Miroslava Ristić, Jelica Babić, Sofija Matović, VALIDATION OF THE CRAIE-EDU SCALE FOR ASSESSING TEACHERS' ATTITUDES TOWARD GENERATIVE ARTIFICIAL INTELLIGENCE 74

Branka Radulović, AN EXAMPLE OF INTEGRATION OF AI AND PROJECT TEACHING 75

Roland Zarzycki, WHEN MACHINES CAN TEACH, WHAT IS EDUCATION FOR? 76

Christos Miltsopoulos, Magdalini Kolokitha, FROM THE "ROBOT"-TEACHER TO THE HUMAN-TEACHER: ETHICAL CHALLENGES OF ARTIFICIAL INTELLIGENCE AGAINST THE NEED FOR EMPATHY 77

Aleksandra Filipova, Margarita Khusnutdinova, Oksana Zubova, THE FUTURE OF THE PROFESSIONAL ROLE OF THE TEACHER IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE INTEGRATION 78

Filduza Pružević Sadović, Sefedin Šehović, TRANSFORMATION OF MODERN TEACHING METHODS UNDER THE INFLUENCE OF ARTIFICIAL INTELLIGENCE 79

Ana S. Vuković, EDUCATION IN ARTIFICIAL INTELLIGENCE OR ARTIFICIAL INTELLIGENCE IN EDUCATION: SOCIOLOGICAL APPROACH 80

Ariela Mortara, Rosantonietta Scramaglia, Federica Fortunato, Simonetta Muccio, LEARNING WITH MACHINES: THE SOCIAL IMPACT OF CONVERSATIONAL AI ON STUDENTS' EVERYDAY LIVES 81

Jiangtao Zhao, UNCOVERING NOVEL BEHAVIORAL PATTERNS IN AI-SUPPORTED LEARNING: A MIXED-METHODS INVESTIGATION IN HIGHER EDUCATION IN CHINA 82

Ksenia Tarasova, FROM AI EXPOSURE TO AI LITERACY: TASK-SPECIFIC PATTERNS OF GENERATIVE AI USE IN HIGHER EDUCATION 83

Danijela Kostadinović Krasić, Vana Chiou, AI IN EDUCATION: REGULATORY APPROACHES AND THE ROLE OF TEACHERS IN GREECE AND SERBIA 84

Olivera Marković-Savić, ARTIFICIAL INTELLIGENCE, MILITARY EDUCATION, AND THE TRANSFORMATION OF ORGANISED VIOLENCE 85

Mariam Dalakishvili, "STUDYING WITH AI": EXPLORING STUDENTS' LIVED EXPERIENCES WITH ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION 86

Branislava Vučković, SOCIOLOGY OF ARTIFICIAL INTELLIGENCE: CONSTITUTING THE DISCIPLINE 87

Amadasun Osamuyimen, Bukola Onashoga, Ahmed Aliyu, DETECTING HARDWARE VIDEO STICK INJECTION ATTACKS IN INTELLIGENT PROCTORING SYSTEMS: A HYBRID XGBOOST-CNN-PCA APPROACH. 88

Aniket Singh, HUMANIZING EDUCATION IN THE AGE OF AI 89

Nikita Rajput, Sangeeta Yaduvanshi, HUMANIZING EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE 90

Ivana Ivanić, TEACHING MINORITY LANGUAGES IN THE AGE OF ARTIFICIAL INTELLIGENCE. 91

Iurii Kornilov, ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF ENGLISH LANGUAGE TEACHING: PEDAGOGICAL OPPORTUNITIES AND SOCIOLOGICAL IMPLICATIONS 92

Iuliia Goman, USING ARTIFICIAL INTELLIGENCE IN TRANSLATION ERRORS' ANALYSIS 93

Ana Petrović Dakić, Đorđe Janković, AI GENERATED SPEECH AND THE STANDARD LANGUAGE – QUESTIONS OF SPEECH ACQUISITION WITHIN AND WITHOUT A CLASSROOM. 94

DAY 2
25th September
PARALLEL SESSION 3

Ekaterina Popova, DIGITAL DIVIDE MEETS OLD INEQUALITIES: FAMILY RESOURCES, INTERNET AFFORDABILITY AND EDUCATIONAL CHANCES 97

Diana Kordysh, THE DIGITAL DIVIDE IN AI-DRIVEN EDUCATION: WHO IS LEFT BEHIND AND WHY. 98

Georgia Dimopoulou, Nelli Askouni, CHILDREN IN THE ERA OF AI: DIGITAL MEDIA AND SOCIAL INEQUALITIES. 99

Ambedkar Kumar Sahu, NAVIGATING THE DIGITAL DIVIDE: A SOCIOLOGICAL ANALYSIS OF AI INTEGRATION IN THARU INDIGENOUS EDUCATION IN THE CONTEXT OF BIHAR, INDIA 100

Shreyashi Pandey, BEYOND THE DIGITAL DIVIDE: HOW ALGORITHMIC SOCIAL MEDIA FEEDS SHAPE YOUTH ASPIRATIONS IN RURAL INDIA 101

Chisom Ogochukwu Ezenwanji, REHABILITATIVE ARTIFICIAL INTELLIGENCE AND DEPRESSION PREVENTION IN AFRICA: DEVELOPMENTAL IMPLICATIONS IN NIGERIA 102

Ankit Kumar, PLATFORM-MEDIATED PEDAGOGY AND THE RECONFIGURATION OF EDUCATIONAL AUTHORITY: A SOCIOLOGICAL STUDY OF AI-DRIVEN LEARNING PRACTICES IN BIHAR. 103

Khadeeja Mangat, Independent Researcher (India), Anwar Sadath KT, REVISITING "THE KERALA MODEL OF EDUCATION": CHALLENGES AND PROSPECTS IN THE AGE OF ARTIFICIAL INTELLIGENCE. 104

Valérie Medori Toure, AI FOR INCLUSIVE EDUCATION IN SENEGAL? THE MODERNIZATION OF DAARAS IN QUESTION. 105

Aitor Alzaga Artola, DEEPFAKES IN THE CLASSROOM: AI, TECHNOLOGY-FACILITATED GENDER-BASED VIOLENCE AND THE RISK OF SUICIDE 106

Joana Macedo, SCHOOL MOBILITY AND EDUCATIONAL OPPORTUNITIES IN CONTEXTS OF FORCED MIGRATION IN BRAZIL: CHALLENGES AND POTENTIALITIES OF ARTIFICIAL INTELLIGENCE 107

Gordana Sečević, SCHOOL VIOLENCE AND ABUSE OF AI 108

Milica Tomašević, ARTIFICIAL INTELLIGENCE AS A RISK AND PREVENTION FACTOR IN PEER VIOLENCE. 109

Yaakov Reuven, WHEN HOME BECOMES UNSAFE: THE IMPACT OF INTERPARENTAL VIOLENCE ON ADOLESCENTS IN EDUCATIONAL–THERAPEUTIC SETTINGS 110

LEE Trevor Tsz-lok, FAMILY AI SOCIALISATION: INSIGHTS FROM HONG KONG 111

Daniel Gabaldón-Estevan, Iván Lorente-Olivares, Leila Alcañiz-Blázquez, Ramón Domenech-Giménez, DESYNCHRONIZED LIVES, ON HOW TECHNOLOGY IS AFFECTING THE HEALTH AND WELLBEING OF PUPILS AND STUDENTS 112

Assemgul Alsitova, HUMAN-AI CO-CREATION IN TEACHER EDUCATION: EXPLORING AI COMPETENCIES AND CREATIVITY DEVELOPMENT AMONG PRE-SERVICE TEACHERS 113

Jelena Petrović, ICT TECHNOLOGIES AND FAMILY – THE CASE STUDY OF SERBIA 114

Mia Kostovska, CRITICAL THINKING DISPOSITION, MOTIVES FOR GENERATIVE AI USE, AND ACADEMIC ENGAGEMENT IN HIGHER EDUCATION: A MIXED-METHODS RESEARCH DESIGN 115

Anastasiia O. Barg, ARTIFICIAL INTELLIGENCE AS A RESOURCE FOR PSYCHOLOGICAL SUPPORT: DEVELOPMENT PROSPECTS IN RUSSIA 116

Olga I. Borodkina, AI AND SOCIAL WORK EDUCATION 117

Andrey Lezhebokov, AGE AS A FACTOR IN THE PERCEPTION AND ACCEPTANCE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES 118

Aco Divac, A SPECTRE IS HAUNTING SCHOOL LIBRARIES —THE SPECTRE OF AI 119

Jovana Šmigić, ARTIFICIAL INTELLIGENCE AS A FACTOR IN SHAPING CAREER-DECISIONS AMONG YOUTH. 120

DAY 3
26th September
PARALLEL SESSION 4

Iuliia Shustova, AI IN ART HISTORY EDUCATION: BETWEEN AUTOMATION AND INTERPRETATION 123

Maryam M. Hassan, THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING PRE-VISUALIZATION AND PRACTICE IN ADVERTISING PHOTOGRAPHY: AN EXPERIMENTAL STUDY ON PHOTOGRAPHY STUDENTS USING ARTIFICIAL INTELLIGENCE TOOLS 124

Olga V. Tikhonova, Mikhail B. Polyakov, JOURNALISM EDUCATION: THE PHENOMENON OF AI IN THE SOUND RECONSTRUCTION OF SOVIET RADIO BROADCASTING IN THE 1920S 125

Daria Mamonova, THE EVOLUTION OF THE DOCTOR'S IMAGE IN TV SERIES AS A CHALLENGE TO MEDICAL EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE 126

Yuliya Kholmanskikh, Tatiana Ostapenko, ARTIFICIAL INTELLIGENCE AND TRANSFORMATION OF THE LANGUAGE IMAGE 127

Ekaterina E. Ulanova, Veronika V. Katermina, A SENSITIVE APPROACH OF AI IN ACADEMIC EDUCATION: PROFESSIONAL COMPETENCIES IN THE CHANGING REALITY 128

Maria Askerova, INFLUENCE OF COGNITIVE STYLES ON THE FORMATION OF DIGITAL LITERACY AND RECOGNITION OF AI GENERATED TEXTS IN THE EDUCATIONAL ENVIRONMENT. 129

Charisios Achillas, Richardos Ntones, Maria Theodora Folina, Dimitrios Aidonis, AI-ENABLED DIGITAL TWINS AND THE TRANSFORMATION OF INDUSTRY 5.0 SKILLS DEVELOPMENT: A UNIVERSITY–INDUSTRY LEARNING CASE STUDY 130

Nemanja Anđelković, Đorđe Radovanović, EDUCATION TODAY: EDUCATION FOR SKILLS OR VIRTUES. 131

Jovana Đonlić, THE SOCIO-TECHNICAL ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION. 132

Hana Karaahmetović, Filduza Prušević Sadović, APPLICATION OF ARTIFICIAL INTELLIGENCE TOOLS IN PLANNING AND CREATING COURSE CONTENT WITHIN THE SUBJECT OF NATURE AND SOCIETY 133

Ajdina Župić, CHALLENGES AND LIMITATIONS IN THE DEVELOPMENT OF TEACHERS' DIGITAL COMPETENCIES IN NATURE AND SOCIETY TEACHING 134

Ana K. Milovanović, THE ADVANTAGES OF PUPPET ANIMATED BY ACTOR OVER AI- GENERATED IMAGERY OF PUPPET IN EDUCATION. 135

Yücehan Yücesoy, EVALUATION OF AI-BASED ARTWORKS THAT SUPPORT SOCIETY'S UNDERSTANDING OF CULTURE AND VALUES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT 136

Ioannis Farsaris, Alekos Pantazis, Yannis Pechtelidis, THE "STUDENT-CENTAUR": COMMONS-BASED INTEGRATION OF ARTIFICIAL INTELLIGENCE IN EDUCATION?. 137

Shivani Keny, Divya Ann Abraham, FROM ALGORITHM TO ATTACHMENT: A NETNOGRAPHIC STUDY EXPLORING AI-HUMAN INTIMACY ON THE SUBREDDIT R/MYBOYFRIENDISAI 138

Divya Ann Abraham, THE SAFETY PARADOX: MAPPING CHILDREN'S ATTRIBUTION OF MIND AND SOCIAL AFFORDANCES IN HUMAN-ROBOT INTERACTION 139

Dalibor Elezović, Mitar Galjak, FROM QUARANTINE TO ALGORITHMS: HEALTH, KNOWLEDGE, AND RISK IN THE GOVERNANCE OF EDUCATION 140

Nena Vasojević, Branislav Muškatirović, ACADEMIC MOBILITY IN THE ERA OF ARTIFICIAL INTELLIGENCE: AVAILABILITY OF STUDY PROGRAMS IN THE FIELD OF AI 141

BIOGRAPHY OF THE PRESIDENT OF THE ISA RC04 *SOCIOLOGY OF EDUCATION*

Professor Marios Vryonides is a Professor of Sociology at European University Cyprus, where he has served since 2007 and held senior leadership roles including Vice-Rector for Research and External Affairs (2021–2025) and Dean of the School of Humanities, Social and Education Sciences (2018–2021). He is an internationally recognised scholar in the sociology of education, specialising in social inequalities, digital and media literacy, and the relationship between education, civic engagement, and democratic resilience. Beyond his institutional roles, he has held significant international academic leadership positions, including President of the International Sociological Association's Research Committee on Sociology of Education (2018–2027), and has contributed to national and international policy and evaluation bodies. Professor Vryonides has a strong publication record in leading international journals and edited volumes, focusing on educational inequalities, cultural reproduction, and the societal impacts of education systems. He currently leads the Erasmus+ Forward Looking project titled Teachers 4.0 Digital Age (2023–2026), which focuses on tackling disinformation and advancing digital literacy in education systems.

BIOGRAPHIES OF PLENARY SPEAKERS

Danimir Mandić,
University of Belgrade, Faculty of Education, Belgrade (Serbia)

Danimir Mandić is Full Professor at University of Belgrade - Faculty of Education, Belgrade, Serbia and dean of the Faculty of Education - University of Belgrade. He has more than 30 years of professional experience in education, encompassing teaching, research, curriculum development, and higher education leadership. He has actively contributed to the development of educational policies and participated in drafting the Strategy for the Development of Artificial Intelligence in the Republic of Serbia (2020–2025). He has extensive experience collaborating with higher education institutions, policymakers, and other key stakeholders in the education sector. Professor Mandić is also the Head of the Center for Robotics and Artificial Intelligence in Education (CRAIE). Since October 2025, CRAIE has held the status of the UNESCO IIOE (International Institute of Online Education) National Centre for the Republic of Serbia within UNESCO ICHEI (International Centre for Higher Education Innovation).

Natalia Lebedeva-Nesevria,
Perm State National Research University, Department of Sociology, Perm (The Russian Federation)

Natalia Lebedeva-Nesevria is Professor of the Department of Sociology at Perm State National Research University, Head of the Social Risk Analysis Laboratory at the Federal Scientific Center for Medical and Preventive Health Risk Management Technologies (Perm, Russia), and Visiting Professor at Novosibirsk State Technical University (Novosibirsk, Russia). She is a specialist in the sociology of health and illness. She leads a research project supported by the Russian Science Foundation «Self-protective strategies of people in Russia in the new normality» (2023—2027, №23-18-00480). Her research interests include digital health, health-seeking behaviours, and public perceptions of risk in contemporary Russian society.

Sreeramulu Gosikonda,
Banaras Hindu University, Faculty of Social Sciences, Department of Sociology, Varanasi (India)

Sreeramulu Gosikonda, PhD, is Assistant Professor of Sociology at Banaras Hindu University (BHU), Varanasi, India. He holds a PhD in Sociology from the University of Hyderabad and has over nine years of teaching and research experience. His research spans Sociology of Education, Indian Society, and Cultural Studies, with emerging interest in the intersections of education and AI, supported by major grants including the Indian Council of Social Science Research (ICSSR) and BHU Seed Grant. He has presented nearly forty papers at national and international conferences, published in Scopus indexed journals, and authored more than sixty popular articles in English and Telugu newspapers. He also serves as Project Director for an ICSSR study on weaving communities in India and has organized national seminars on education and society.

Magdalini Kolokytha,
University of Thessaly, School of Humanities and Social Sciences, Department of Primary Education, Volos (Greece)

Magdalini Kolokitha is an Assistant Professor of Sociology of Education in the Department of Primary Education at the University of Thessaly. She has extensive experience in interdisciplinary and cross-national research, having participated in more than 15 research projects at institutions in Greece and the United Kingdom. Her research interests focus on sociology of education and in particular on inequalities, the policy sociology, qualitative and digital research methodologies, as well as policy in European higher education, digitalisation, and disaster education. She has taught at undergraduate and postgraduate level at various universities, including UCL, UEL, and the Hellenic Open University. Her publications include articles, book chapters, and research project reports, and her work has been cited in the international academic literature. She actively contributes to scholarly communities as a member of numerous international associations and serves on editorial and scientific committees. Her most recent research focuses on digitalisation and artificial intelligence in education, policy governance, and disaster education from a critical perspective.

Sibel Akyildiz,
Yeditepe University, Department of Foreign Languages, Istanbul (Turkey)

Sibel Akyıldız, PhD, is an Assistant Professor at the School of Foreign Languages, Yeditepe University. She was recently a Visiting Researcher at ETH Zurich, where she conducted research on environmental inequalities. Her research interests include the sociology of education, environmental sociology, urban studies, and social inequalities. Her current research examines how artificial intelligence is transforming perceptions of the teaching profession, professional identity, and the symbolic status of educators in Turkish higher education. She has published on education, environmental politics, urban transformation, and social inequality in national and international peer-reviewed journals.

William Bradley,
Ryukoku University, International Studies, Kyoto (Japan)

William Bradley (PhD, University of Arizona) is Specially Appointed Professor of anthropology and education in the Faculty of Intercultural Studies, Department of Global Studies, at Ryukoku University in Kyoto, Japan, where he has been for 30 years. He has served in a variety of positions, including Dean of the International Center (2007-2009) and Head of the Global Studies Department (2017-2019). He is co-editor of two books, *Education and the Risk Society* (2012, Sense) and *Multiculturalism and Conflict Reconciliation in the Asia Pacific* (2014, Palgrave Macmillan), published articles and book chapters on the sociology of risk, multiculturalism, Japanese higher education, critical intercultural communication, and has presented multiple times at ISA, AAA, and 4S. His most recent publications are on the uses of culture in comparative education and colonial anthropology in Japan.

Rafael Vázquez García,
University of Granada, Faculty of Political Science and Public Administration, Granada (Spain)

Rafael Vázquez García is Professor of Political Science at the Department of Political Science and Public Administration at University of Granada (Spain). His research focuses on critical political theory, democratic theory, decolonial studies, gender studies, and human rights. He has been a visiting scholar and lecturer at numerous universities across Europe and Latin America and has published extensively on republicanism, cosmopolitanism, and critical approaches to democracy. He currently combines academic research with international teaching and collaboration in comparative political theory.

Funda Karapehlivan,
Leibniz University, Institute of Sociology, Hannover (Germany)

Funda Karapehlivan is a sociologist and researcher focusing on higher education, academic identity, and knowledge production. She holds a PhD in Sociology from the University of Essex and worked as a lecturer in the Sociology Department at Marmara University from 2008 until her dismissal on 7 February 2017 for signing the Academics for Peace Petition. She was subsequently a Philipp Schwartz postdoctoral researcher at the Leibniz Centre for Science and Society at Leibniz University Hannover from 2020 to 2022, and now teaches at the Institute of Sociology at the same university. Her research examines the transformation of academic identity under conditions of authoritarianism, drawing on an autoethnographic sensibility. Her current work explores academic writing, higher education, and the role of artificial intelligence in scholarly practice.

Arne Vermassen,
Independent researcher, (Belgium)

Arne Vermassen holds a degree in History and Anthropology from KU Leuven. His research has focused on educational inequality in Brussels, with particular attention to practitioner perspectives and experiences. In addition to his academic work, he writes fiction and has received awards for his short stories. He is currently based in Amsterdam, where he works in refugee care.

DAY 1
24th September
OPENING CEREMONY & PLENARY SESSION 1

PRESIDENTIAL SPEECH

EDUCATION AND AI: A SOCIOLOGICAL AGENDA FOR THE SOCIOLOGY OF EDUCATION

Marios Vryonides*
European University Cyprus, Nicosia (Cyprus)

As artificial intelligence becomes increasingly embedded in educational systems worldwide, sociology of education faces a pivotal moment. This RC04 presidential address argues that AI should be understood not simply as an instructional or administrative tool, but as a socio-technical force that is reconfiguring educational institutions, professional identities, governance structures, and patterns of inequality. The RC04 presidential address calls for a renewed sociological agenda capable of critically engaging with the pace, scale, and uneven consequences of AI-driven change. Drawing on recent empirical research on educators' engagement with generative AI, informed by an extended Technology Acceptance Model, the keynote illustrates how adoption is shaped less by individual attitudes alone than by institutional cultures, ethical tensions, accountability regimes, and global policy discourses. These findings are used not as an end in themselves, but as an entry point for a broader sociological discussion on how AI redefines authority, expertise, and professional autonomy in education. From an RC04 perspective, the RC04 presidential speech highlights the dual character of AI: its potential to enhance teaching, learning, and collaboration, alongside its risks related to social stratification, surveillance, academic integrity, environmental sustainability, and unequal access to digital resources. Particular attention is paid to how AI may reinforce or transform existing social differences across educational levels, national contexts, and institutional settings. The keynote concludes by positioning RC04 as a critical space for advancing comparative, theoretically grounded, and globally sensitive research on education and AI. It argues that sociology of education must move beyond questions of implementation and efficiency, and instead place issues of power, inequality, democracy, and professional agency at the centre of scholarly inquiry and policy engagement in the age of artificial intelligence.

* m.vryonides@euc.ac.cy; https://orcid.org0009-0008-7751-6132

TEACHERS' PROFESSIONAL READINESS FOR THE INTEGRATION OF GENERATIVE ARTIFICIAL INTELLIGENCE INTO TEACHING: EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAMME

Danimir Mandić*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

Generative artificial intelligence (GAI) is increasingly becoming an integral part of contemporary education, opening up new opportunities for improving the planning, implementation, and evaluation of teaching. The effective integration of these technologies requires an appropriate level of teachers' professional readiness for their acceptance and application in the educational process. The aim of this study was to assess the effects of training conducted within the CRAIE UNESCO IIOE Centre in Serbia on the attitudes, knowledge, and professional readiness of 151 teachers who participated in the basic (N = 73) and advanced (N = 78) levels of training. The training programmes implemented at the Centre were based on a progressive hybrid model of professional development, integrating asynchronous online learning, expert plenary lectures, and practical workshops focused on AI and digital literacy, the design of teaching activities, and the ethically responsible use of GAI tools. In this way, the Centre functions as an institutional mechanism for transferring contemporary technological innovations into educational practice and for strengthening teachers' professional autonomy in the context of the digital transformation of education. Before and after the training, participants completed an instrument developed to assess teachers' readiness to accept, apply, and integrate GAI into teaching. The results indicate statistically significant improvement across all dimensions, with the strongest effects observed in practical skills and knowledge. The findings highlight the importance of systematic, research-based, and practice-oriented professional development programmes for fostering teachers' digital and AI literacy in Serbia.

Keywords: CRAIE UNESCO IIOE, digital and AI literacy, generative artificial intelligence, professional readiness of teachers, teacher professional development

* Danimir.mandic@uf.bg.ac.rs; https://orcid.org/0000-0002-3986-6077

ARTIFICIAL INTELLIGENCE IN SOCIALLY SIGNIFICANT SPHERES: FACTORS OF TRUST AMONG RUSSIANS

Natalia Lebedeva-Nesevria*
Perm State National Research University, Department of Sociology, Perm (The Russian Federation)

Trust in artificial intelligence is determined by technological (characteristics of the AI itself), personal (gender, age, education, the level of familiarity with AI), and contextual (culture, type of task, organizational conditions) factors. Based on a representative sample of the Russian population (VCIOM Analytical Center survey, November 2024, n=1601), personal factors of AI trust in socially significant spheres such as healthcare, education, and security are systematized (RSF project №23-18-00480-П). Trust is measured through the level of general trust, attitudes towards the use of AI and consent to the use of AI in the spheres under study. Gender is associated with a positive attitude towards AI in the healthcare sector (69.6% of men and 57% of women chose the "rather positive" option, phi=0.130, $p<0.001$). Age reduces the general trust in AI (phi=0.182, $p<0.001$), the level of familiarity with AI (Cramer's V=0.208, $p<0.001$), positive attitudes towards AI in education (78.2% in the 18-29 group are "rather positive", phi =0.177, $p<0.001$), and the willingness to completely replace AI doctors (Cramer's V=0.139, $p<0.001$). The lower the level of familiarity with AI technologies, the lower the level of consent for the use of AI in healthcare (Tau-b Kendall =0.123, $p<0.001$) and education (Tau-b Kendall =0.154 $p<0.001$). Socio-demographic factors do not have a statistically significant correlation with the level of trust in AI in the field of security (37.5% of the respondents have a "rather negative" attitude, all $p >0.05$). Education is not a significant predictor of trust in AI in the social sphere.

Keywords: artificial intelligence, trust in AI, socio-demographic factors, healthcare, education, security, representative survey, Russia

* natnes@list.ru; https://orcid.org/0000-0003-3036-3542

TEACHERS, TECHNOLOGY, AND TRANSFORMATION: BRIDGING THE DIGITAL DIVIDE WITH AI IN EDUCATION

Sreeramulu Gosikonda*
Banaras Hindu University, Faculty of Social Sciences, Department of Sociology, Varanasi (India)

Teachers occupy a prestigious status in society as both the backbone of education systems and agents of social change, yet global teacher shortages and learning poverty pose critical challenges. UNESCO (2021) estimates India faces a deficit of over one million teachers, while UNICEF (2024) highlights that nearly two-thirds of 10-year-olds suffer from learning poverty. This paper examines the role of governments in integrating Artificial Intelligence (AI) into the teaching–learning process, with a focus on empowering teachers through AI-aided tools. Drawing on guidelines from UNESCO and UNICEF and employing a sociological lens, the study argues that AI has transformative potential to supplement, not to replace, human teachers. Exclusive AI-equipped tools can reduce routine workload such as attendance, evaluation, and lesson planning, thereby enhancing pedagogical focus. Public–private partnerships and CSR initiatives are crucial for professional training, while ethical training on AI use is essential to safeguard academic integrity. However, universal application of AI is not advisable; policies must be location-specific and problem-based. Without inclusive strategies, an "AI divide" may emerge, exacerbating existing digital inequalities. The findings emphasize that governments must design inclusive policies that bridge both digital and AI divides, empower teachers with AI tools, ensure equitable access to digital devices, and promote ethical AI usage. By grounding AI integration in grassroots realities, governments can harness its potential to enhance teaching and learning, improve educational outcomes, and advance UN SDG-4 by 2030, thereby creating a more equitable and inclusive educational landscape.

Keywords: SDG-4, Teacher shortage, learning poverty, CSR, PPP, inclusive strategies

* sreeramulug1234@gmail.com; https://orcid.org/0000-0001-6460-9366

DAY 2
25th September
PLENARY SESSION 2

"GREAT, GENERATIVE EXPECTATIONS": GREEK PRE-SERVICE TEACHERS' READINESS TO INTEGRATE ARTIFICIAL INTELLIGENCE INTO FUTURE TEACHING PRACTICES

Magdalini Kolokytha*
University of Thessaly, School of Humanities and Social Sciences, Department of Primary Education, Volos (Greece)
Dionysios Gouvias**
University of the Aegean, School of Humanities, Department of Preschool Education Sciences and Educational Design, Rhodes (Greece)
Ourania Ventista***
University of Thessaly, School of Humanities and Social Sciences, Department of Primary Education, Volos (Greece)
Nikolaos Tapsis****
University of the Aegean, School of Humanities, Department of Preschool Education Sciences and Educational Design, Rhodes (Greece)
Grigorios Arkoumanis*****
University of Thessaly, School of Humanities and Social Sciences, Department of Primary Education, Volos (Greece)

Generative Artificial Intelligence (GenAI) enables computer systems to mimic human behaviours — such as learning, problem-solving, and content creation — in response to natural language prompts. In education, GenAI may offer benefits like enhanced learning, creativity and interactivity, yet raises ethical, moral, and trustworthiness concerns that may undermine key objectives. Following a theoretical perspective that treats digital technologies (data, algorithms, software, hardware, etc.) as socially, culturally and politically shaped, this study investigates pre-service teachers' readiness to use AI during their undergraduate studies. An online survey was conducted with undergraduates from two Greek universities undertaking 4-year programs with integrated teaching practice (practicum). The questionnaire, adapted from established AI literacy and readiness tools, comprised Likert-scale and open-ended items across five sections: (a) AI literacy, (b) AI readiness, (c) perceived preparedness from studies and practicum, (d) expected support, (e) possible threats, and f) demographic information. Findings reveal pre-service teachers' views on AI literacy and readiness. The analysis reveals how undergraduate experiences shape pre-service teachers' interpretative frames of AI literacy and readiness, varying by demographics like gender, parental occupation, parental educational level and study year.

Keywords: GenAI, pre-service teachers, AI literacy, AI readiness, AI preparedness

* mkolokitha@uth.gr; https://orcid.org/0000-0003-1160-0055
** dgouvias@aegean.gr; https://orcid.org/0000-0002-4571-9460
*** ventista@uth.gr; https://orcid.org/0000-0003-4920-9318
**** tapsis@aegean.gr; https://orcid.org/0000-0002-1291-4681
***** grigorisark@uth.gr; https://orcid.org/0009-0003-3381-7279

DOES ARTIFICIAL INTELLIGENCE TRANSFORM THE PERCEPTION OF THE "IDEAL TEACHER"? THE IMPACT OF AI USE ON PROFESSIONAL STATUS IN TURKISH HIGHER EDUCATION

Sibel Akyildiz*
Semen Leventoglu**
Yeditepe University, Department of Foreign Languages, Istanbul (Turkey)

This study examines whether the use of artificial intelligence (AI) transforms the perception of the "ideal teacher" and how it affects professional status, modernity, and symbolic prestige. Grounded in the sociology of education and perception, the research adopts a mixed-methods design. Quantitative data are collected through Likert-scale surveys administered to 240 participants from foreign language schools, including students, instructors, and academic administrators. Qualitative data are obtained through semi-structured interviews with 22 participants, conducted between April 1 and April 30, 2026, at a foundation university in Istanbul, exploring dimensions such as modernity, effort, responsibility, and professional identity. Preliminary qualitative findings suggest that AI-using teachers are generally perceived as more innovative, productive, and adaptable to contemporary educational demands. However, these positive perceptions are accompanied by ambivalent views regarding reduced effort, potential loss of creativity, and overreliance on technology. While AI contributes to the image of a "modern" and "progressive" teacher, it does not alone define the "ideal teacher," which remains strongly associated with human-centered qualities such as communication skills, flexibility, and pedagogical competence. The study highlights a perceptual duality: AI enhances professional image and perceived efficiency while simultaneously raising concerns about authenticity and the essence of teaching.

Keywords: Artificial Intelligence, Ideal Teacher Perception, Professional Status, Teacher Identity, Turkish Higher Education

* sibel.akyildiz@yeditepe.edu.tr; https://orcid.org/0000-0003-0348-3231
** semen.leventoglu@yeditepe.edu.tr; https://orcid.org/0009-0001-1432-5944

THE MASTER NARRATIVE OF AI: INTERRUPTED

William Bradley*
Ryukoku University, International Studies, Kyoto (Japan)

The history of new technologies and education is littered with promises and unfulfilled aspirations for innovations for teaching and learning as illustrated by a range of research in the past decades (Burbules and Callister, 2018; Cuban 1986, 2003; West 2025). The general pattern of a new technology, its growing acceptance and use followed by growing disenchantment, visual technologies (TV and video recordings), computers, the Internet, and now AI has been remarkably consistent, yet educators and educational institutions often find themselves in a defensive posture, not wanting to accept the risks of missing out or falling behind the general trends and competing subjects. Nonetheless we are starting to witness the revolt against AI from various scholars, teachers, and students, as witnessed in recent commencement addresses in the U.S. (Arizona and Florida) by tech leaders attempting to convince graduating students that their future is dependent on AI to which they received vocal negative reactions (The Guardian, May18, 2026). In this paper, I explore what education can learn from the history of technology and education while attempting a philosophical reconstruction of what it means to use technology to achieve teaching and learning goals. I use the example of LMS (Learning Management Systems), which have become ubiquitous in higher education, in my own context in Japan, as in other parts of the world, and how they are increasingly used by students who find that they can manage them in ways that are neither authorized nor ethical, drawing on examples from my own institutional setting.

Keywords: Educational Technology, STS, AI Ethics

* william@world.ryukoku.ac.jp; https://orcid.org/0009-0005-4097-308X

DAY 3
26th September
PLENARY SESSION 3

CAN ARTIFICIAL INTELLIGENCE FOSTER MORE DEMOCRATIC EDUCATION? CRITICAL THINKING, LANGUAGE, AND CIVIC AGENCY

Rafael Vázquez-García*
University of Granada, Faculty of Political Science and Public Administration, Granada (Spain)
Ivana Manić**
Academy of Applied Preschool Teaching and Health Studies, Department of Educational Studies, Kruševac (Serbia)

This paper examines whether artificial intelligence (AI) can contribute to the development of more democratic forms of education, focusing on its implications for critical thinking, language practices, and civic agency. Drawing on normative democratic theory and contemporary debates in AI ethics, the paper starts from the premise that democracy requires not only institutional arrangements but also the cultivation of democratic dispositions and competencies through education (Dewey, 1916; Nussbaum, 2010). From this perspective, AI is analyzed as an ambivalent technology. On the one hand, AI-driven tools may expand access to knowledge, personalize learning, and support deliberative practices by facilitating exposure to diverse viewpoints (Luckin et al., 2016; Holmes et al., 2022). On the other hand, they risk reinforcing epistemic inequalities, fostering passive consumption of information, and undermining critical reasoning through automation and algorithmic mediation (Floridi et al., 2018; Selwyn, 2019). The paper proposes a theoretical-analytical framework to assess AI's democratic potential in education, structured around three dimensions: (1) epistemic autonomy and critical thinking, (2) linguistic mediation and the formation of public reason, and (3) the distribution of agency between human subjects and algorithmic systems. Ultimately, the paper argues that AI can support democratic education only under specific normative and institutional conditions, including transparency, pedagogical integration oriented toward critical engagement, and safeguards against forms of domination embedded in data and algorithms. Rather than a neutral tool, AI must be critically governed to align with democratic educational aims.

Keywords: Artificial Intelligence, Democratic Education, Critical Thinking, AI Ethics, Civic Agency, Digital Literacy

* rvazquez@ugr.es; https://orcid.org/0000-0003-0207-0988
** ivana.manic@vaspks.edu.rs; https://orcid.org/0000-0003-3641-3870

READING SOCIOLOGICALLY AGAINST THE MACHINE: AI-GENERATED TEXT AND THE PRACTICE OF ACADEMIC WRITING IN THE BA CLASSROOM

Funda Karapehlivan*
Leibniz University, Institute of Sociology, Hannover (Germany)

Current debates on generative AI in higher education are largely framed through the language of plagiarism, detection, and academic integrity. This paper argues that such a framing obscures the more significant sociological questions raised by AI-generated text. Drawing on close comparative reading of student writings produced in a German BA sociology seminar (contrasting in-class writing exercises with take-home assignments in which AI assistance appears to varying degrees), the paper proposes that the question of AI in education has been mis-framed as a detection-and-cheating problem, when it is in fact a question about what academic writing produces and demonstrates, such as habitus, standpoint, voice, position-taking in a field. AI-generated text exposes this by lacking these features. Drawing on Pierre Bourdieu's account of writing as a field-specific practice through which academic habitus is formed and Dorothy Smith's standpoint epistemology, the paper argues that human academic writing is recognizable by what AI text lacks, like the trace of a position-taking writer, the unevenness of thinking-in-process, the embodied standpoint from which sociological knowledge is produced. The argument is developed through anonymized analysis of students' texts and reflections on the practical conditions under which AI-generated writing becomes recognizable in pedagogical settings. In practice, such recognition depends less on technical detection tools than on comparative reading against students' own in-class writings. The paper concludes by considering the implications for the sociology of education: if academic writing is a central practice through which academic habitus is formed, what happens when this practice is increasingly outsourced or delegated to generative systems?

Keywords: AI-generated, Practice of academic writing, Habitus, Standpoint

* f.karapehlivan@ish.uni-hannover.de; https://orcid.org/0000-0002-6115-9977

MAKING UP STUDENTS IN THE AI AGE

Arne Vermassen*
Independent researcher, (Belgium)

While the value of generative AI remains a point of contention among educators, it is already a powerful force in the shaping of student habitus. The daily praxis of educational triage is dependent upon an ever-expanding range of technologies, such as examination, textbooks, and mental health frameworks. Generative AI is rapidly transforming these technologies. Drawing on Ian Hacking's concept of "making up people," this paper argues that AI is contributing to new forms of student classification, rendering students into legible and governable categories that can constrain their educational trajectories. Unlike earlier technologies, however, this process is not purely top-down. Rather, it emerges from an uneasy alliance between students, teachers, and administrators, all of whom turn to AI in response to the pressures of audit-driven, neoliberal education systems. Based on two years of ethnographic research as a practitioner-researcher in a number of secondary schools in Brussels, this paper shows how both students and teachers use generative AI as a strategy to navigate and resist pervasive evaluation regimes. In doing so, AI tools not only reshape student habitus but also reproduce and intensify existing educational inequalities. Although its findings are mainly relevant to the urban environment of the metropole, it nonetheless has wider bearing on the use of generative AI in educational settings more general.

Keywords: habitus, educational triage, generative AI, STS

* arne.vermassen@outlook.com; https://orcid.org/0009-0007-9941-5386

DAY 2
25th September
PARALLEL SESSION 1

EMBRACING GENERATIVE AI IN HIGHER EDUCATION: ETHICS, EPISTEMIC JUSTICE AND THE FUTURE OF TEACHER EDUCATION

Maria Chalari*
Marios Vryonides**
European University Cyprus, Nicosia (Cyprus)

The rapid expansion of generative Artificial Intelligence in education has triggered polarized responses, oscillating between technological enthusiasm and institutional anxiety. In higher education, AI is often framed either as a threat to academic integrity or as an efficiency-enhancing tool. This paper argues that such dichotomies obscure a more fundamental question: how can educators ethically engage with AI in ways that safeguard epistemic justice, professional autonomy and social equity? Adopting a sociological perspective, the paper conceptualises generative AI as an epistemic infrastructure that reshapes knowledge hierarchies, authority and the formation of future teachers. AI does not merely assist pedagogical processes; it participates in the production, validation and circulation of knowledge. While it may widen access to educational resources, it can also reproduce structural inequalities embedded in data architectures and global technological power asymmetries. Drawing on teaching practice in sociology of education and research methodology courses, the paper reflects on the tension between surveillance-oriented institutional responses and pedagogies grounded in critical engagement. Rather than positioning AI as a practice to be policed, we explore how higher education educators might embrace it as a site of ethical inquiry and reflexive learning. This involves teaching students not only with AI but about AI—cultivating awareness of its biases, limits and epistemic assumptions. The paper concludes by advancing a forward-looking framework for ethically informed AI integration in teacher education, centred on epistemic justice, democratic governance and shared responsibility in the emerging digital landscape.

Keywords: Generative AI, Teacher Education, Epistemic Justice, Ethics in Higher Education, Educational Technology, Sociology of Education

* M.Chalari@research.euc.ac.cy; https://orcid.org/0000-0002-3949-2941
** M.Vryonides@euc.ac.cy; https://orcid.org/0009-0008-7751-6132

ARTIFICIAL INTELLIGENCE AND ACADEMIC ETHICS IN EDUCATION

Maria Baynova*
Moscow Synergy University, Department of public and local administration, Moscow (The Russian Federation)

New problems have emerged in students' educational and scientific work with the spread of artificial intelligence. Cheating and plagiarism are processed through AI, which masks the borrowings. Students can create an entire text using AI. Also, AI invents non-existent laws, books and articles in the list of references. The AI's automatic plagiarism checker programs don't always accurately detect plagiarism; it sometimes confuses artificial phrases with templates. The author's research into higher education demonstrates that teachers must spend additional time on reviewing and assessing work. It is difficult to determine a student's personal knowledge and skills with AI. At the same time, the use of AI for text generation increases literally every six months. There are several reasons: the growth of AI capabilities and changing skills of young people in obtaining information. But a new question arises: to what extent are professional skills related to literary writing abilities? How will academic ethics change under the influence of AI? Will this lead to reduction in the volume of publications? The younger generation of students read and write less, and perhaps their academic and scientific publications will be shorter. Perhaps the forms of students' independent and final projects will change. Short reports in a specific format will replace long texts. Perhaps long scientific publications will remain for obtaining a scientific degree only. It is important to distinguish between professional training and assessment of personal achievements. The education sector must find answers to these questions in order to develop relevant professional skills.

Keywords: Artificial Intelligence, AI, academic ethics, plagiarism, professional skills, volume of publications, assessment of personal achievements

* mbainova@gmail.com; https://orcid.org/0000-0003-2789-4596

A COMPARATIVE ANALYSIS OF FREE AI ASSESSMENT TOOLS VERSUS HUMAN EVALUATION IN HIGHER EDUCATION: ETHICAL CONSIDERATIONS FOR INTEGRITY AND ACCOUNTABILITY

Magda Asatiani*
Mariam Dalakishvili**
Ilia State University, School of Business, Technology and Education, Tbilisi (Georgia)

The rapid rise of generative artificial intelligence (AI) in higher education has prompted extensive debate concerning student authorship, originality, and academic integrity. While plagiarism and academic dishonesty have drawn a lot of attention, the ethical application of AI by educators — especially in assessment contexts — has received very little attention. With an emphasis on integrity, accountability, and transparency, this study explores the application of complementary AI-driven assessment tools as decision-support systems for evaluating student writing. Even though AI systems offer efficiency, scalability, and quick feedback, human assessors are still required for understanding complex arguments, evaluating contextual reasoning, and determining conceptual depth. This study is being carried out at the "Academic Skills" undergraduate academic writing course at Ilia State University in Tbilisi, Georgia. AI assessment tools (CoGrader, SchoolGPT, Junia AI) and instructor evaluations based on a common rubric are used to analyze final assignments, which are at least 1,000 words long and include standard academic sections such as an introduction, literature review, summary, and bibliography. To ascertain whether AI systems prioritize priority to surface-level components, like grammar and formatting, over deeper indicators of learning, like synthesis, critical thinking, and coherent argumentation, a mixed-methods design is employed. The quantitative analysis looks at rubric scores, inter-rater agreement, and scoring consistency, while the qualitative analysis explores the depth and character of feedback. The final results from the fall and spring 2025–2026 semesters are going to be studied and compared.

Keywords: academic integrity, Artificial Intelligence, AI-based assessment tools, higher education

* magda.asatiani.1@iliauni.edu.ge; https://orcid.org/0009-0003-4042-4924
** m.dalakishvili@iliauni.edu.ge; https://orcid.org/0009-0003-2861-3642

FROM TEXT MATCHING TO MACHINE DETECTION: THE INSTITUTIONALISATION OF ACADEMIC INTEGRITY TOOLS IN THE AGE OF GENERATIVE AI

Joshi Babu Palli*
University of Hyderabad, Department of sociology, Hyderabad (India)

The rapid proliferation of generative AI tools — ChatGPT, Gemini, and Claude — has fundamentally unsettled the epistemological foundations of academic knowledge production. This paper situates the emerging crisis of AI-generated academic writing within a sociological framework, arguing that AI detection is not merely a technological problem but an institutional, ethical, and governance challenge demanding critical interdisciplinary scrutiny. Drawing on the sociology of technology, institutional theory, and Science and Technology Studies (STS), this paper traces a historical parallel between the institutionalisation of Turnitin as a standard plagiarism detection mechanism in Indian universities — following the UGC Plagiarism Regulations (2018) — and the growing institutional pressure to adopt AI detection tools as a comparable normative standard. This trajectory offers a generative lens through which the future of AI detection can be critically interrogated. The paper reviews existing sociological scholarship on algorithmic governance and technological standardisation, followed by a comparative study of current AI detection tools — GPTZero, Originality.ai, Copyleaks, and Turnitin's AI detection module — examining their accuracy, documented biases against non-native English speakers, and embedded sociotechnical assumptions. It further engages the unresolved question of acceptable AI usage thresholds in academic writing, arguing that simplistic quantification must give way to frameworks accounting for discipline, pedagogy, and equity. The paper calls for deliberative, inclusive policy conversations — particularly within Indian and Global South contexts — ensuring that AI detection frameworks are co-produced through democratic processes rather than market-driven or technocratic consensus.

Keywords: Academic integrity, Plagiarism, Turnitin, Generative AI, academic ethics

* pjoshibabu@gmail.com; https://orcid.org/0009-0003-2764-8229

ETHICAL AND ORGANISATIONAL DIMENSIONS OF AI IMPLEMENTATION IN UNIVERSITY HR EVALUATION SYSTEMS

Ekaterina Garibova*
Tomsk Polytechnic University, School of Business, Tomsk (The Russian Federation)

The introduction of artificial intelligence (AI) into university staff evaluation systems marks a revolution in academic management. AI has the potential to enhance the efficiency, transparency, and validity of data-driven decision-making in the evaluation of employee performance. However, its implementation comes with significant ethical and organizational challenges. In this article, we explore how technological innovations align with human values in the academic setting. Drawing on global trends and recent data from Russian universities, where over 66% of academic staff report using AI for professional tasks, the study addresses the paradox of AI-enabled efficiency versus equity. Global research indicates that reliance on automated appraisal frameworks can inadvertently perpetuate historical biases and lead to the depersonalisation of nuanced academic achievements. Furthermore, the transition toward algorithmic management in knowledge-intensive environments threatens professional autonomy and psychological safety This research identifies key organisational dimensions for sustainable integration, including the necessity of human oversight, the auditability of decisions, and the development of institutional policies that balance standardisation with individual academic freedom. By synthesising current practices, the paper provides a framework for university administrators to navigate the ethical complexities of digital transformation. It argues that successful implementation requires not only technical deployment but also the cultivation of institutional trust and an inclusive approach to governance that safeguards the unique nature of scholarly work. The findings contribute to the ongoing sociological discourse on the future of higher education institutions in an era of rapid technological expansion.

Keywords: HR management, algorithmic governance, Higher Education, Artificial Intelligence

* kgaribova622@gmail.com; https://orcid.org/0009-0002-8762-9938

DIGITAL CO-PRODUCTION OF EDUCATION: RELATIONS BETWEEN PARENTS, LEARNERS AND EDUCATIONAL INSTITUTIONS AS A BASIS FOR UNDERSTANDING AI CHALLENGES

Alexey Kluev*
Anna Bagirova**
Oksana Shubat***
The Ural Federal University, School of Public Administration and Entrepreneurship, Yekaterinburg (The Russian Federation)
Ludmila Zolotnitskaya****
Sverdlovsk Regional Parent Committee, Yekaterinburg (The Russian Federation)

We examine digital co-production of education as an emerging model of interaction between educational institutions, parents, and learners. We surveyed parents of minor children on the digital environment, risks, and family regulation practices, and conducted a mixed-methods study of parental co-production in higher education during the COVID-19 crisis. We try to interpret digitalization not only as a technological shift, but also as a transformation of social relations in education. The findings show that parents increasingly act as active participants in the education. They regulate children's digital activity, discuss online safety, formulate expectations toward schools regarding digital literacy, and, in the context of online learning, provide infrastructural and organizational support for learning. Educational institutions become part of a new configuration of shared responsibility, where learning, control, motivation, safety, and communication are distributed among the institution, the family, and the learner. We argue that these established forms of digital interaction provide a social basis for understanding the challenges posed by artificial intelligence in education. AI is not treated as the direct object of the empirical studies, but as the next stage of digital transformation that intensifies already existing questions: Who is responsible for educational decisions? How is parental control changing? What forms of school–family communication are needed? How can digital inequality be prevented? How can algorithmic tools be used meaningfully and responsibly? We propose to view AI literacy as a continuation of digital literacy and as a new area of shared responsibility among educational institutions, parents, and learners.

Keywords: Digital Co-Production in Education, Relational Transformation in Education, AI Literacy, School–Family Communication

* a.k.kluev@urfu.ru; https://orcid.org/0000-0001-8042-0619
** a.p.bagirova@urfu.ru; https://orcid.org/0000-0001-5653-4093
*** o.m.shubat@urfu.ru; https://orcid.org/0000-0002-0929-8144
**** 79502034341@ya.ru

CAN ARTIFICIAL INTELLIGENCE BECOME A NEW MENTOR? PROSPECTS AND RISKS OF LOSING THE CULTURAL CODE IN AN ERA OF GLOBAL TRANSFORMATIONS

Olga N. Mamonova*
Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Moscow (The Russian Federation)

Based on an analysis of the institution of mentoring in the sphere of folk culture and professional dynasties, the article examines the possibility of replacing the traditional mentor with artificial intelligence. The author draws on sociological research data that reveal a generational gap in the acquisition of cultural heritage. It is shown how AI can become an effective tool for transmitting formalized skills, and the key risks of such a transformation are identified.

Keywords: artificial intelligence, mentoring, cultural code, professional dynasties, folk crafts, digital transformation of education

* mamonova1203@gmail.com; https://orcid.org/0000-0003-3410-6949

BEYOND ALGORITHMIC LEARNING: AI, CRITICAL THINKING, AND REFLEXIVE PEDAGOGY AMONG ENGINEERING STUDENTS IN INDIAN UNIVERSITY

Aniruddha Naik*
Vignan's Foundation for Science, Technology and Research (VFSTR), Hyderabad off-campus, Faculty of Applied Sciences and Humanities, Hyderabad (India)

The growing use of Artificial Intelligence (AI) in higher education is reshaping students' learning practices, particularly within assignment-based assessment systems. This paper examines how engineering students at one of the private university at Hyderabad, India increasingly depend on AI-generated content while completing social science assignments designed to cultivate critical thinking, ethical reflection, social observation, and human values. Courses such as Universal Human Values, Constitution of India, and Indian Knowledge Systems aim to encourage reflexive engagement with society and self; however, excessive reliance on AI risks reducing learning to mechanical reproduction rather than meaningful intellectual inquiry. Using a qualitative case study approach, the study draws upon classroom observations, assignment analysis, and semi-structured interactions with students. The findings reveal that although AI improves the linguistic quality and efficiency of assignments, it often weakens students' independent thinking, observational capacity, creativity, and experiential understanding. Many submissions were found to be standardized, decontextualized, and lacking personal reflection or sociological imagination. The paper argues that the challenge is not AI itself, but the uncritical integration of AI within educational practices. It suggests the need for alternative pedagogical and assessment frameworks that emphasize dialogue, field-based observation, reflective writing, and experiential learning. The study contributes to contemporary debates on AI and education by highlighting the tension between technological efficiency and the humanistic aims of social science education in engineering institutions.

Keywords: Artificial Intelligence (AI), Simulated Reflexivity, Social Sciences, decontextualisation, Reflexive Learning, Engineering Education, India

* aniruddhanaik.2011@gmail.com; https://orcid.org/0000-0002-9265-2801

ASKING CHAT: LOGIC & LEARNING IN 21ST CENTURY EDUCATION

Avery Benton*
Independent Scholar, London (United Kingdom)

The rapid integration of artificial intelligence into children's educational and social environments raises urgent ethical and developmental concerns. While AI systems have been harkened to provide wider learning opportunities for a more diverse variety of students, the widespread encouragement of use and adoption of AI systems with children has gone largely unchecked. The paper explores how children may anthropomorphize AI systems and perceive generated outputs as authoritative. By analyzing social media posts, this work explores the evident risks and local consequences of the weakening of independent learning, such as decline in literacy and numeracy, peer-to-peer interaction, cultural identification of norms, and the struggle of distinguishing between "fact vs fiction". Beyond learning cognition, the paper addresses the social consequences of AI-mediated interaction. There is a risk in the decline of integration of social norms and values with overreliance of children on AI systems, which additionally include unmitigated risks on data extraction, bias reproduction, and harmful thoughts (i.e. suicidal intentions) which have already been raised in cases in the UK and US where children have been actively harmed by socializing, unsupervised, with AI systems. Ultimately, this work questions the impact of unchecked and unmitigated AI integration into school systems, the secondary site of socialization, when AI as a landscape is rapidly evolving. This paper argues that stricter safeguarding measures, from schools, governmental institutions, and AI platforms are required to create a safe environment for children to have any integrative capacity for AI usage on a safe level.

Keywords: education, first-hand learning, socialization, artificial intelligence

* ajb379@cantab.ac.uk; https://orcid.org/0009-0000-2883-9922

SOCIAL CAPITAL VS. ALGORITHMIC TRUST: TRANSFORMATION OF THE SCIENTIFIC AND EDUCATIONAL COMMUNITY IN THE ERA OF AI

Elmira Akhmetova*
Institute of Socio-Economic Research of the Ufa Federal Research Center of the Russian Academy of Sciences, Ufa (The Russian Federation)

The widespread integration of artificial intelligence into education and science creates not only new opportunities but also fundamental risks for the social fabric of the academic environment. This paper draws on an empirical study conducted in the Republic of Bashkortostan within the Russian Federation (N=2048, supplemented by in-depth interviews with PhD students, early-career researchers, and heads of scientific schools) to analyze how digital transformation affects the social capital of the scientific and educational community. The findings reveal that mentorship, intergenerational continuity, and informal professional networks—i.e., classical social capital—remain the key factors for attracting and retaining early-career researchers. However, the adoption of AI gives rise to a phenomenon of "algorithmic trust," whereby young researchers increasingly rely on recommendation systems, automated services, and large language models rather than on direct communication with mentors and peers. This creates a twofold challenge. On the one hand, AI can democratize access to knowledge and compensate for resource shortages, especially in peripheral universities. On the other hand, it risks exacerbating social inequality, as access to quality AI support and the skills for its critical use are highly unevenly distributed. Moreover, without targeted pedagogical interventions, "algorithmic trust" may erode the institution of mentorship and weaken horizontal ties within research teams. The paper concludes with concrete recommendations for integrating AI into the educational process without destroying the social capital of the academic community.

Keywords: social capital, algorithmic trust, artificial intelligence in education, early-career researchers, mentorship, intergenerational continuity, digital inequality, transformation of the scientific community, sociology of education, Republic of Bashkortostan of the Russian Federation

* isyan.elmira@yandex.ru; https://orcid.org/0009-0009-0374-4017

SOCIETAL IMPLICATIONS OF HUMAN-MACHINE INTERACTION AS A METHODOLOGICAL CHALLENGE

Ivana Luknar*
Institute for Political Studies, Belgrade (Serbia)

Understanding the societal implications arising from human-machine interaction (HMI) represents one of the growing challenges in contemporary science. Primarily, the essential question is whether or not and to what extent current scientific methodology applicable to address this issue whose answers lie at the intersection of technological, social, and natural sciences. We wish to emphasize that as this field continues to advance, the relevance of this question will increase. Providing answers requires integrating previously established knowledge and methodology. In this article, we interpret the social implications of human-computer interaction by applying earlier sociological and socio-psychological theories that emerged before artificial intelligence was the focus of social sciences. At the same time, in this article we examine the applicability of earlier sociological theories for interpreting and understanding the interaction between humans and machines, and the social implications of that interaction. Hence, this article provides and encourages a critical examination of contemporary methodology, with the ultimate goal of improving existing methodology and determining whether and to what extent it is adequate for interpreting new social phenomena arising from the application of advanced technologies. The main goal is to improve the usefulness of the sociological method in studying new social phenomena that arise due to technological progress.

Keywords: societal implications, human-machine interaction, methodological challenge

* ivanaluknar@gmail.com; https://orcid.org/0000-0003-4867-2263

DELEGATING EDUCATIONAL DECISIONS: A SOCIOLOGICAL FRAMEWORK FOR TRUST, AUTHORITY, AND ACCOUNTABILITY IN AI-MEDIATED LEARNING ENVIRONMENTS

Ella Dutova*
National Academy of Management and Coaching, Moscow (The Russian Federation)

Artificial intelligence has become part of educational practice through assessment systems, learning analytics, automated feedback, recommendation tools, and generative AI. Yet its sociological significance cannot be reduced to technological innovation or instructional efficiency. The more fundamental shift concerns educational decision-making: who decides, on what grounds, and with what responsibility, when AI-mediated systems participate in the definition of learning situations? The proposed contribution examines AI-mediated education as a case of delegated decision-making. It asks how trust, authority, and accountability are reorganized when decisions are shared among teachers, students, institutions, digital platforms, and algorithmic systems. The theoretical point of departure is the sociological tradition concerned with rationalization, institutional authority, trust in expert and abstract systems, educational reproduction, and the social organization of algorithms. The analysis distinguishes several forms of delegated educational decisions: didactic decisions about learning paths and feedback; evaluative decisions about assessment and academic integrity; predictive decisions about student risk and future performance; administrative decisions about placement and resources; and pastoral decisions about vulnerability, support, and well-being. The central argument is that AI rarely removes the human actor from education. More often, it changes the conditions under which human judgement is exercised. Algorithmic recommendations may formally remain advisory, while practically narrowing what counts as a reasonable decision. For that reason, "human-in-the-loop" should be treated not as a guarantee of human control, but as a social arrangement requiring analysis. The contribution lies in showing how AI-mediated educational decisions become trusted, legitimized, contested, and made accountable within educational institutions.

Keywords: Artificial intelligence, sociology of education, decision-making, trust, authority, accountability, algorithmic governance, AI-mediated learning

* ell.dutova@yandex.ru; https://orcid.org/0009-0007-3935-1413

INTEGRATION OF ARTIFICIAL INTELLIGENCE INTO THE DIGITAL ACTIVITY PRACTICES OF DIFFERENT AGE GROUPS OF RUSSIAN YOUTH

Maria Pevnaya*
Egor Apalkov**
Ural Federal University, School of Public Administration and Entrepreneurship, Yekaterinburg (The Russian Federation)

This article examines the main practices of digital activity among different groups of Russian youth. The analysis is based on a national survey of Russians aged 16 and over concerning artificial intelligence, conducted by the Russian Public Opinion Research Center in 2024 (n = 1,600; random stratified sample; sampling error ≤ 2.5% at a 95% confidence level). Young people are increasingly described as a generation that "lives and works on the Internet." In Russia, 61% of citizens aged 18–35 communicate online more often than offline, while 72% spend more than four hours a day online. Social media and messengers have become an integral part of young people's communication environment. The findings indicate that AI is more deeply integrated into the everyday digital practices of youth than into those of older age groups. Among young respondents, 59% use AI to search for information, 52% use voice assistants, 43% use chatbots, 39% use object recognition and image-search systems, and 26% create content with AI. However, significant differences exist within the youth population. Younger respondents use AI more intensively to create and consume information. AI-based content creation is reported by 36% of those aged 18–24, 34% of those aged 25–29, and 20% of those aged 30–35. Similarly, 56%, 46%, and 40%, respectively, use neural networks to search for information and obtain text responses. AI is also used at work by 28%, 33%, and 20% of these age groups. The results demonstrate that digital inequality in AI access and use exists both between generations and within youth itself, creating new opportunities while also increasing potential risks in education and employment.

Keywords: digital activity, youth, artificial intelligence, everyday life practices

* m.v.pevnaya@urfu.ru; https://orcid.org/0000-0003-3591-1181
** Egor.Apalkov@urfu.me; https://orcid.org/0009-0009-8404-7765

GLOBALIZATION AS UNIFICATION: CAN ARTIFICIAL INTELLIGENCE REDIRECT THIS TENDENCY?

Uroš V. Šuvaković*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

Quite a large number of researchers worldwide have pointed to the tendency of the development of globalization as unification. One of the first to write about it was Alain Touraine, who indicated the possibility of an outbreak of a global civil war between those who control communication channels and, on the other side, those who consider it a threat to their own identity. Experiences with the accelerated globalization process exactly point out that it has developed as unification: complete domination of the Anglo-American cultural model has been established (understood in broadest terms) and the English language. Changes in the world that act in a limiting manner on the maintenance of this hegemony are mostly related to the emergence of multipolarity. However, multipolarity also has certain centres of its own: Washington, Beijing, Moscow as the largest ones to which, with a pronounced lag, we may add Brussels, New Delhi, Pretoria, Brasilia and some centres. Nevertheless, this multipolar network indicates that we cannot speak about multipolarity in literal terms, but rather about a decentralized hegemony that has characterized world relations for the past decade and a half. Artificial intelligence (AI) as a new technology has experienced expansion of its application in all spheres of human practice in the past five years, which became particularly evident after the end of the COVID-19 pandemic. However, at least at the current level of its development, through Artificial Narrow Intelligence (ANI), which implies its "learning" by humans and through the use of the already-existing big data on the internet, the values to be read into it are clearly those already existing on the world web, as well as those values that are dominant in the centres with the most developed artificial intelligence models. According to Kissinger et al., those are (in the following order): Washington, Beijing, Moscow, and New Delhi, while Europe lags behind, not to mention the Global South. This tendency is not likely to be overturned by the development of Artificial General Intelligence (AGI), but it will only be deepened, since only the richest and the most capable ones will dictate its development (and its limitations, which is a separate topic). According to our conclusion, the development of artificial intelligence will only support the general tendency of globalization: unification in line with the value (namely, educational, scientific, cultural, social etc.) systems of the dominant centres (no longer one, but several), which are able to develop more advanced models of artificial intelligence. The race to develop and keep the monopoly over as advanced model of artificial intelligence as possible is the race to strengthen hegemony positions in the global and multipolar world. Accordingly, AI expands those values that are already contained in information and conclusions, and it will not be able to contribute essentially to the maintenance of identities of small nations and their cultures. On the contrary, the gap will be widened further, whereas the technological gap will produce identity subordination and even cancellation of local identities.

Keywords: globalization, artificial intelligence, value unification, local identities

* uros.suvakovic@uf.bg.ac.rs; https://orcid.org/0000-0002-2141-8698

LEGAL EDUCATION AND LEGAL PRACTITIONERS: THE NEED FOR AI TRAINING

M. Isabel Garrido Gómez*
University of Alcalá, Faculty of Law, Madrid (Spain)

Legal practitioners are the main players in the Administration of Justice, and all of them must act in a complementary manner within their competencies so that said Administration can achieve its final objective: obtaining justice. From what we have reviewed, a judge operates based on methods of interpretation, obtaining one outcome or another depending on the method applied. If it is the case that we are seeking to justify the judicial application of rules, a judicial syllogism will suffice. But, if we wish to justify resolutions based on discretionary powers, it is necessary to determine what criteria will be used to produce an assessment of the instruments determining the optimal means to carry out or maximise the end pursued. This activity must be carried out bearing in mind the purposes and values contained in the legal system and assessing any possible consequences. In this context, there is a debate on the possibility of applying artificial intelligence, even to directly make judicial decisions. To solve many of the issues raised in this work, it is essential to put in place an education focusing on the correct use of computer tools for lawyers, and legal knowledge for computer scientists; and to be aware that a judicial resolution must not only handle data, a machine can do that, but must also weigh up the rights and values affecting the alleged object of litigation, this being an issue that a machine, just like a good professional, will have some difficulty in carrying out.

Keywords: Legal education, legal practitioners, AI

* misabel.garrido@uah.es

A FRAMEWORK FOR MEASURING CREATIVITY IN LARGE LANGUAGE MODELS

Ljubiša Bojić*
Institute for Artificial Intelligence Research and Development of Serbia, Novi Sad (Serbia)

The LLM Creativity Index is a two-stage evaluation framework designed to measure creativity in large language models while minimizing the influence of cultural buzzwords and training-data clichés. In Stage 1 a model is prompted to generate multiple ideas for a given task under explicit topical constraints that prohibit trendy concepts. Outputs are scored for novelty, diversity, and compliance with the constraints. In Stage 2 the model must select one idea and justify it under operational limits such as cost, time, and feasibility. This stage evaluates the model's ability to make a clear choice and provide a coherent, constraint-sensitive rationale. The final score combines both stages, offering a quantitative, replicable metric that captures creative range and disciplined reasoning. The framework avoids buzzword amplification and provides a more scientifically grounded way to compare models on creativity.

Keywords: Creativity Evaluation, Novelty, Constraint-Based Reasoning, Feasibility, Benchmarking

* ljubisa.bojic@ivi.ac.rs; https://orcid.org/0000-0002-5371-7975

INTEGRATED MODEL FOR THE SAFETY AND PEDAGOGICAL EVALUATION OF TOOLS BASED ON ARTIFICIAL INTELLIGENCE SYSTEMS

Miroslava Ristić*
Tamara Marković**
University of Belgrade, Faculty of Education, Belgrade (Serbia)

The implementation of tools based on artificial intelligence (AI) systems in education raises numerous pedagogical, safety, and ethical concerns, particularly in the context of the increasing use of generative, grounded, and hybrid AI tools in teaching. While these tools offer opportunities for personalized learning and support for the instructional process, their use simultaneously introduces risks related to data privacy, system transparency, academic integrity, and content safety. This paper aims to develop an integrated model for the security, safety, and pedagogical evaluation of generative, grounded, and hybrid AI tools in education. The study is based on a theoretical-analytical approach, an analysis of relevant literature, international recommendations, and regulatory documents in the field of AI ethics and safety. The research employs content analysis, comparative analysis, and conceptual modeling methods. The proposed model encompasses the dimensions of privacy and data protection, system transparency, content safety, pedagogical value, academic integrity, technical security, ethical responsibility, and legal accountability. The findings indicate that evaluating AI tools in education requires an integrated approach that combines technological, pedagogical, and ethical criteria. The model may serve as a foundation for developing standardized evaluation instruments and guidelines for the safe implementation of AI systems in education.

Keywords: AI tools in education; integrated AI tool evaluation model; security and safety evaluation of AI tools; pedagogical evaluation of AI tools

* miroslava.ristic@uf.bg.ac.rs; https://orcid.org/0000-0002-6202-8194
** tamara.markovic@uf.bg.ac.rs; https://orcig.org/0009-0000-1599-8780

AM I STILL AN INDEPENDENT RESEARCHER? THE PERCEIVED INFLUENCE OF GENAI ON DOCTORAL STUDENTS' IDENTITY DEVELOPMENT IN RUSSIA AND CHINA*

Huan Li**
Xi'an Jiaotong-Liverpool University, Academy of Future Education, Suzhou (People's Republic of China)
Evgeniy Terentev***
Danila Pavliuk****
Evgenia Shmeleva*****
Irina Shcheglova******
HSE University, Institute of Education, Moscow (The Russian Federation)

Generative AI is rapidly becoming part of everyday doctoral work, but its consequences are not limited to productivity, writing, or research ethics. This paper asks a more basic question: how does GenAI affect doctoral students' sense of themselves as independent researchers? Drawing on identity-trajectory theory, we examine how doctoral students in Russia and China perceive the influence of GenAI on three strands of researcher identity development: institutional, networking, and intellectual. The study is based on semi-structured interviews with 40 doctoral students from two selective universities: one in Russia and one in China. The comparison is analytically useful because the two contexts differ in their institutional approaches to GenAI, from more cautious and ambiguous regulation in Russia to more active encouragement of AI literacy in the Chinese university studied. The findings show that GenAI is often perceived not simply as a tool, but as a "second supervisor": a source of immediate guidance, feedback, explanation, and writing support. At the same time, this support has ambivalent effects. It can compensate for limited institutional and supervisory support, but it may also weaken deep engagement with literature, reduce peer learning, and intensify doubts about authorship, academic skills, and intellectual ownership. Some students describe GenAI as empowering, while others associate it with skill erosion and impostor syndrome. The paper contributes to sociological debates on education and AI by showing how GenAI reshapes not only doctoral practices, but also doctoral socialization and researcher identity formation.

Keywords: Generative AI, doctoral education, researcher identity, doctoral students, Russia, China

* Supported by the Joint Research Project *Transformation of Doctoral Education in China and Russia* at HSE University.

** huan.li@xjtlu.edu.cn; https://orcid.org/0000-0003-0910-1433
*** eterentev@hse.ru; https://orcid.org/0000-0002-3438-2786
**** dmpavlyuk@hse.ru; https://orcid.org/0009-0006-5122-3652
***** eshmeleva@hse.ru; https://orcid.org/0000-0001-8004-3315
****** sheglova.i@mail.ru; https://orcid.org/0000-0001-5949-9617

EDUCATION AND COGNITIVE SOVEREIGNTY IN THE ERA OF ARTIFICIAL INTELLIGENCE

Nikola Pavlović*
Matica srpska, Novi Sad (Serbia)

In the context of the rapid development of artificial intelligence, the question of cognitive sovereignty is becoming central to understanding contemporary social transformations. Traditionally, national education systems functioned as the primary mechanisms for the transmission of knowledge, values, and cultural patterns. However, the emergence of algorithmically mediated platforms and AI tools has led to the decentralization of knowledge sources, while simultaneously resulting in their new concentration within global technology corporations. This process leads to the weakening of the institutional authority of education, the fragmentation of the epistemological space, and the emergence of personalized "regimes of truth." In this paper, we aim to highlight the transformation of the relationship between knowledge and power, as well as the risk of the "proletarianization" of cognitive capacities due to technological mediation. The consequences include the erosion of cultural and national identity, the rise of cognitive dependence on algorithmic systems, and new forms of geopolitical dependency. In response, there is a need to develop strategies of cognitive sovereignty that encompass the building of local technological capacities, the integration of artificial intelligence into educational systems under institutional control, and the strengthening of critical digital literacy. In this context, preserving cultural autonomy and epistemological stability becomes one of the key challenges of contemporary society.

Keywords: cognitive sovereignty, artificial intelligence, education, algorithmic power, digital culture

* nikolapavlovic@mail.ru; https://orcid.org/0009-0005-2368-4227

LEARNING, KNOWLEDGE, AND AUTHORSHIP IN AI-SUPPORTED SOCIOLOGY EDUCATION: AN EXPLORATORY CLASSROOM STUDY

Nemanja Radovanović*
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Department of Sociology, Kosovska Mitrovica (Serbia)

This paper examines how the use of generative artificial intelligence tools in the teaching of sociology may influence students' understanding of knowledge, their position as learners, and the visibility of the learning process. Drawing on the sociological understanding of knowledge as socially conditioned and mediated, as well as on insights developed by Michel Foucault regarding the conditions of its production and visibility, the study approaches these issues through an empirical investigation in a classroom context. The research is designed as exploratory and is conducted on a convenience sample of secondary school students. The design is based on a comparison between two groups: one completing a sociology task without the use of generative AI tools, and the other completing the same task with their use. Data collection includes students' written responses, a short questionnaire on perceptions of knowledge and authorship, and brief reflective comments. The aim of the study is not to assess the effects of technology in a normative sense, but to explore how the use of generative AI tools may reshape the relationship to knowledge, its formation, and its evaluation. In this sense, the paper seeks to offer a sociological framework for understanding potential shifts in the structure of learning that emerge in the teaching of sociology with the use of generative AI tools.

Keywords: generative AI, learning process, knowledge, authorship

* nemanja.radovanovic@pr.ac.rs; https://orcid.org/0000-0001-6666-1811

PROMISE, HYPE, CAPABILITY, REALITY: LOOKING AT THE PROCESSES OF AI ADOPTION IN UZBEK AND RUSSIAN HIGHER EDUCATION SYSTEMS

Saidakhror Gulyamov*
Kimyo International University, Department of Information Technologies, Tashkent, (Uzbekistan)
Maxim Petrov**
St Petersburg State University of Economics, Department of Sociology, Saint Petersburg (The Russian Federation)
Andrey V. Rezaev***
Kimyo International University in Tashkent, Tashkent (Uzbekistan)

The primary objective of this paper is to discuss a gap between a) the promise, b) the hype, c) the capability and d) practical reality of AI development in higher education systems in Uzbekistan and Russia. It starts with the basic research questions: how will universities and colleges in Uzbekistan and Russia survive in the time of "online culture", 'artificial intelligence', and 'artificial sociality'? Is tertiary education flipped to training or just simply dead? What are the progress specifics of these two higher education systems in the post-Soviet space? The paper has three distinct parts. First deals with conceptual, theoretical, methodological issues. We will introduce and rather briefly discuss the working definitions of such concepts as "AI", "Artificial Sociality", "Education in the age of AI", "AI tools in education", "Crisis of higher education", "Online Culture". Second section presents comparative empirical evidence examining institutional responses, policy frameworks, and pedagogical practices across both national systems, with particular attention to regional disparities, professional resistance, and the commodification pressures reshaping tertiary education. Part of the empirical analysis relies on data collected in St. Petersburg, Russia and Tashkent, Uzbekistan in September 2023 – April 2026 by means of ethnographic observation, semi-structured interviews, and "informal discussions". In the third section, we advance rather provocative yet empirically grounded argument that higher education in both contexts risks a structural reduction from university to training facility that reproduce algorithmically legible skill sets. We conclude by theorizing conditions under which genuinely human-centered AI integration might stop this institutional degradation.

Keywords: Artificial Intelligence, AI in Education, Uzbekistan, comparative sociology of education, human-centered AI

* ssgulyamov@yahoo.com
** petrov_maxim@rambler.ru; https://orcid.org/0000-0002-0414-965X
*** rezaev@hotmail.com; https://orcid.org/0000-0002-3918-835X

AI INTEGRATION IN ACADEMIA: EMPOWERMENT OR PASSIVITY? AN INVESTIGATION OF SCHOLARS' ENGAGEMENT AND PERCEPTIONS

Vildan Ozerturk Sofu*
Independent researcher, Istanbul (Turkey)

The rapid integration of Artificial Intelligence (AI) into higher education is fundamentally altering the landscape of scholarly workflows, pedagogical practices, and knowledge production. Drawing upon theories of academic labor and technological deskilling, this study explores whether AI serves as a tool for intellectual empowerment or leads to a form of academic passivity. Utilizing an online survey methodology, the research gathers primary data from a diverse group of academics to map the current state of AI adoption across the full spectrum of academic workflows, primarily research, writing and teaching. The study specifically investigates the extent of AI integration in academic endeavors and its subsequent impact on scholars' "subjective competence" and professional agency. Furthermore, it addresses ethical concerns and explores how AI reshapes the very definition of academic labor from the perspectives of academics themselves. Preliminary findings aim to highlight the dual nature of AI: its ability to augment human capability while simultaneously raising significant anxieties about the potential devaluation of traditional scholarly expertise and skills. The results provide critical insights for institutions seeking to develop ethical guidelines that balance technological innovation with the preservation of academic integrity.

Keywords: AI in Higher Education, Academic Production, Scholarly Competence, Ethics in Research, Digital Transformation

* vildan_ozerturk@hotmail.com; https://orcid.org/0000-0001-6627-4985

FAMILIARITY, ACCEPTANCE, AND USE OF DIGITAL AND AI ASSESSMENT TOOLS AMONG UNIVERSITY TEACHERS VS. STUDENTS IN ODL

Hina Amin*
Tahira Jabeen**
Saleha Ali***
Sana Amin****
Faculty of Education, Virtual University of Pakistan, Lahore (Pakistan)

Digital and Artificial assessment tools have the potential to revolutionize the way education is delivered and assessed, ultimately leading to better educational outcomes for students and teachers alike in current paradigm shift. The main objective of this study is to identify the beliefs and practices of university teachers and students about the familiarity, acceptance, and use of digital and AI assessment tools in educational landscape. Causal comparative research design was employed. All the students enrolled in an online university was considered the target population for this study. Sample size was 476 students and 80 teachers. A self-developed questionnaire was used to collect the data. Psychometric properties of tool items were met before administrating the survey. Study finds out that teachers are confused between artificial intelligence and digital assessment tools when compared with students. It is also noticed that university teachers do not use AI and digital assessment tools frequently for assessment. Furthermore, students are more proactive in using different tools for their study purposes. The findings of the study recommend to train university teachers regarding different AI and digital assessment tools in educational context.

Keywords: AI assessment tools, digital assessment tools, university teachers

* hina.amin@vu.edu.pk; https://orcid.org/0000-0001-6573-6279
** tahira.jabeen@vu.edu.pk
*** saleha.ali@vu.edu.pk
**** sana.amin@vu.edu.pk

LEARNING IN MATHEMATICS EDUCATION IN LIGHT OF CHANGES CAUSED BY ARTIFICIAL INTELLIGENCE

Olivera Đokić*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

The participation metaphor has shifted learning from being viewed primarily as an individual mental achievement to being understood as socially mediated participation in communities and practices. Over the past four decades, she has helped researchers and educators see that classroom norms, language, peer interaction, teacher leadership, family culture, and community practices shape what learning is and who participates in it. The participation metaphor has provided us with a way to understand learning as culturally organized social participation, revealing how interaction, language, identity, and power together shape educational opportunities. The OECD "Innovative Learning Environments" project argue that students should learn through a mix of guided learning, active learning, and experiential learning. In this paper, we consider active learning, which some researchers argue is better suited than guided or experiential learning to support human development. This means that within a rigorous conceptual framework stimulated by rich input, students develop proposals and receive feedback to shape and refine their understanding. The new generation of educational software applies active learning approaches. Particularly in mathematics and science, intelligent teaching systems use artificial intelligence (AI) to offer individual students an optimal step-by-step path through learning materials and activities, providing feedback and adjusting the level of learning difficulty. Active learning is thus cited as a powerful learning strategy in the realm of adaptive problem solving. All of this leads us to a discourse on mathematics as a path of human flourishing, making arguments that resonate in education, philosophy, and social justice.

Keywords: Learnig, mathematics education, participation metaphor, active learning, AI, human flourishing

* olivera.djokic@uf.bg.ac.rs; https://orcid.org/0000-0002-2025-3596

GENERATIVE AI AND EVOLVING ASSESSMENT POLICY: IMPLICATIONS FROM A PRELIMINARY STUDY ON STUDENT PERFORMANCE METRICS

Surajit Das*
ITMO University, Saint Petersburg (The Russian Federation)
Gourav Roy**
Jadavpur University, Kolkata (India)
Saravanan Muthuramalingam***
Independent researcher, Chennai (India)
Aleksei Eliseev****
Moscow Institute of Physics and Technology, Moscow (The Russian Federation)

The rapid integration of generative AI tools like ChatGPT into higher education necessitates a re-evaluation of assessment policies. This preliminary investigation examines the impact of generative AI us-age on specific academic performance metrics to inform this evolving dis-course. Using a quantitative, quasi-experimental design, we analyzed retrospective data from a student cohort. Participants were categorized into three groups: consistent AI users submitting unmodified AI-generated content (Group C), non-AI users (Group W), and an AI-assisted, human-modified baseline group (Group B). We conducted a two-way ANOVA alongside multiple linear regression analyses to assess the relationship between AI usage group and performance on Essay, Presentation, and Questions scores, while controlling for age. A post-hoc sensitivity analysis indicated limited statistical power to detect small-to-medium effects due to the modest sample size. The final sample comprised 34 participants. Results showed no statistically significant differences in Essay scores across AI usage groups. However, age emerged as a significant positive predictor of performance in Questions ($\beta = 0.71$, $p = 0.046$) and Presentation ($\beta = 0.73$, $p = 0.031$). Although not statistically significant, trend-level patterns suggested that consistent non-users may underperform relative to the baseline group in these domains. Overall, findings from this exploratory study indicate that demographic factors such as age may be more predictive of certain academic outcomes than AI us-age alone. The absence of strong associations underscores the nuanced role of generative AI in learning. These preliminary results highlight the need for larger samples and more sensitive assessment tools to inform equitable academic policy.

Keywords: Generative AI, Higher education, Learning Analytics, Assessment and Evaluation, Quantitative Methods, Machine learning, Educational technology, ChatGPT

* mr.surajitdas@gmail.com; https://orcid.org/0009-0008-6692-6697
** gouravroy2110@gmail.com
*** saravana4285@gmail.com
**** eliseev.av@mipt.ru; https://orcid.org/0000-0002-4549-5356

DAY 2
25th September
PARALLEL SESSION 2

ECOLOGISATION AS AN EDUCATIONAL STRATEGY FOR UNIVERSITIES IN THE CONDITION OF UNCERTAINTY AND EMERGING CHALLENGES

Irina Sosunova*
Russian Technological University, Institute for Advanced Studies, Moscow (The Russian Federation)

This article presents the ecologisation of the future as an educational strategy, reveals the possibilities of additional education in ecology on the basis of experts' opinions about modern socio-ecological problems of Russian society. The data presented in the article are the results of research conducted by the Research Committee 'Ecosociology' of the Russian Society of Sociologists. Ecologisation is understood as an educational strategy aimed at integrating environmental knowledge and principles into all spheres of life: politics, economics, culture – through education. The most expected outcome is the result of the mega-project of ecomodernisation in the context of socio-ecological realities. Then, ecocivilisation can be interpreted as an ecosocial cultural-historical system that unites a community of people, based on the coevolutionary principle of the unity of society and nature, a kind of socio-ecological and cultural kinship extending to all spheres of society. This process must take place in the ecocivilisational space, which characterises the ecosphere in its geoterritorial localisation, historical-temporal features, technical-technological development, and value-semantic certainty. Additional environmental professional education, as declared by UNESCO, can become one of the fundamental foundations of lifelong learning. Its goal is a person's ability for independent learning and study throughout life. The system of additional education makes it possible to flexibly meet the educational needs of students, which becomes feasible with the rapid development of distance learning technologies.

Keywords: sociological research, expert opinion, socio-ecological problems, new challenges

* Sossunova@gmail.com; https://orcid.org/0000-0002-6853-1946

FORMATIVE FEEDBACK ON STUDENT TEXTS WITH CHATGPT: POTENTIALS AND LIMITATIONS IN PRIMARY WRITING EDUCATION

Christoph Peschak*
University of Vienna, Private University College of Teacher Education of Christian Churches, Vienna (Austria)
Sandra Pia Harmer**
University of Vienna, University College of Teacher Education Vienna, Vienna (Austria)

Differentiated feedback on student texts is essential for advancing writing skills. It must address text quality and writing development (Ossner, 2006; Becker-Mrotzek & Böttcher, 2014; Festman et al., 2023) and go beyond correcting formal linguistic accuracy. In an AI-supported learning environment, it is therefore necessary to examine whether, and to what extent, large language models (LLMs) such as ChatGPT can support these practices. Building on the framework proposed in Peschak (2025), this qualitative study examines ChatGPT's feedback on 133 narrative and 133 expository texts written by students in grades 2 to 6, focusing on its conduciveness to learning. The feedback was analyzed using qualitative content analysis with categories deductively derived from a literature review (Becker-Mrotzek & Böttcher, 2014). The findings indicate that ChatGPT feedback can contain recognizable elements of formative assessment, particularly when explicit criteria are included in the prompt. It can potentially reduce teacher workload through computational offloading, functioning as an additional feedback source that teachers can adapt. At the same time, however, the model does not reliably ensure instructional precision or automatically guarantee target-group adequacy. It seems limited in responding adequately to the aesthetic dimensions of writing quality. LLMs can support lower to mid-level cognitive operations up to analyzing, for example by identifying patterns. But tasks like evaluating and creating in the strong educational sense remain problematic: the model can generate evaluative language, but it lacks grounded judgement, contextual knowledge of the classroom, and responsibility for consequences.

Keywords: AI-generated feedback, limitations, text production

* christoph.peschak@kphvie.ac; https://orcid.org/0009-0000-7035-0362
** pia.harmer@phwien.ac.at

THE USE OF ARTIFICIAL INTELLIGENCE IN THE PREPARATION OF TEACHING ACTIVITIES IN "NATURE AND SOCIETY" WITHIN CRAIE TRAINING: TEACHERS' REFLECTIONS

Gordana Miščević*
Gorana Starijaš**
Ljiljana Bujišić***
Ivana Petrović****
Jelena Radojičić*****
University of Belgrade, Faculty of Education, Belgrade (Serbia)

This paper examines the use of artificial intelligence in planning teaching activities, focusing on teachers' reflections on ChatGPT in teaching Nature and Society in primary education in Serbia. The subject integrates natural and social sciences and connects with other curricular areas. The research was conducted within a teacher professional development program organized by the Center for Robotics and Artificial Intelligence in Education (CRAIE) at the University of Belgrade – Faculty of Education, a UNESCO IIOE national center within UNESCO ICHEI. A total of 390 primary school teachers participated, organized into 96 small teams (4–5 members), each supported by a university mentor. Workshops followed a unified protocol, with teams working in parallel. Teachers used ChatGPT to develop teaching materials and then critically reflected on the outputs. A qualitative approach was applied, using thematic analysis of reflections and descriptive quantitative analysis of category frequencies. Results show three main dimensions: perceived benefits, limitations, and pedagogical implications. Benefits include time efficiency, creativity support, and differentiated instruction. Limitations involve linguistic inaccuracies, content errors, age-inappropriate outputs, and dependence on prompt quality. Participants stressed the need for critical evaluation of AI-generated materials. In conclusion, ChatGPT is a useful educational tool, but its effective use requires strong digital competencies, reflective practice, and continuous professional development support.

Keywords: artificial intelligence, ChatGPT, Nature and Society teaching, teacher professional development, digital competencies

* gordana.miscevic@uf.bg.ac.rs; https://orcid.org/0000-0002-7668-7596
** gorana.starijas@uf.bg.ac.rs; https://orcid.org/0009-0003-7370-6661
*** ljiljana.bojanic@uf.bg.ac.rs; https://orcid.org/0000-0002-5379-1163
**** ivana.petrovic@uf.bg.ac.rs; https://orcid.org/0000-0002-5571-0945
***** jelena.radojicic@uf.bg.ac.rs; https://orcid.org/0009-0001-9187-3776

VALIDATION OF THE CRAIE-EDU SCALE FOR ASSESSING TEACHERS' ATTITUDES TOWARD GENERATIVE ARTIFICIAL INTELLIGENCE

Danimir Mandić*
Gordana Miščević**
Jelena Petrović***
Miroslava Ristić****
Jelica Babić*****
Sofija Matović******
University of Belgrade, Faculty of Education, Belgrade (Serbia)

This paper presents the development and psychometric validation of a multi-dimensional instrument for assessing teachers' attitudes toward generative artificial intelligence in education (CRAIE-Edu – Construct for Research on AI in Education). The instrument is grounded in contemporary theoretical frameworks of technology acceptance, teachers' digital and AI competencies, and the ethical dimensions of AI implementation. The sample comprised 302 participants employed in the educational system. Using principal component analysis with Varimax rotation, five factors were identified: AI Acceptance and Intent to Use, AI Self-Efficacy and Practical Competence, Critical AI Literacy, Social and Professional Impact, and Perceived AI Risks. The results indicate high reliability and a stable factor structure. CRAIE-Edu represents a reliable and valid instrument that may facilitate future research and the evaluation of teacher training programs for the implementation of artificial intelligence in education.

Keywords: generative AI in education, teacher attitudes, instrument validation, digital literacy, acceptance of educational technology

* danimir.mandic@uf.bg.ac.rs; https://orcid.org/0000-0002-3986-6077
** gordana.miscevic@uf.bg.ac.rs; https://orcid.org/0000-0002-7668-7596
*** jelena.petrovic@uf.bg.ac.rs; https://orcid.org/0000-0002-5344-5770
**** miroslava.ristic@uf.bg.ac.rs; https://orcid.org/0000-0002-6202-8194
***** jelica.babic@uf.bg.ac.rs; https://orcid.org/0000-0003-0459-294X
****** sofija.matovic@uf.bg.ac.rs; https://orcid.org/0009-0000-8483-8932

AN EXAMPLE OF INTEGRATION OF AI AND PROJECT TEACHING

Branka Radulović*
University of Novi Sad, Faculty of Sciences, Novi Sad (Serbia)

In the modern educational context, marked by the accelerated development of technology, artificial intelligence (AI) is increasingly finding its place in teaching practice. However, AI is increasingly finding its place in other branches of economy and social development. For this reason, it is important that future educators are familiar with how to apply this valuable teaching tool in their practice. However, since it is only a tool, it is useful to embed it within a didactic framework, such as project teaching, in order to maintain the focus of education on the overall development of the child, which includes the cognitive, affective and psychomotor domains. Project-based teaching through various activities (such as manipulation of materials, assembly of models, observation of cause-and-effect relationships, etc.) provides the possibility of simultaneous development of different domains, and in combination with AI these possibilities multiply. The paper presents an example of a fish robot, which was constructed by students of the Faculty of Teacher Education in Belgrade using a microcontroller and sensors. The key task of educating future educators is and must be the development of competences for designing activities that contribute to the overall development of the child; and project-based teaching, enriched with carefully integrated AI tools, is an effective way to achieve that goal.

Keywords: project-based teaching, AI, robot fish

* branka.radulovic@df.uns.ac.rs; http://orcid.org/0000-0003-2377-4773

WHEN MACHINES CAN TEACH, WHAT IS EDUCATION FOR?

Roland Zarzycki*
University of Wroclaw, Institute of Sociology, Wroclaw (Poland)

The rapid expansion of artificial intelligence in education is often discussed in terms of tools, risks, regulation, skills and institutional readiness. While these questions are important, this conference presentation argues that the deeper significance of AI lies elsewhere: it forces us to reopen fundamental questions about the purpose of education itself. What do we expect from the educational process? What kinds of knowledge, judgement, relationships and human capacities should education cultivate? And what remains distinctively educational when information, explanation, drafting, feedback and even certain forms of assessment can be partially automated? Drawing on findings from the EducAItion project, a large-scale European research initiative on the use of AI in education, the presentation explores AI as a catalyst for a broader and long overdue transformation in how education is understood. The study's mixed-methods evidence — including desk research, surveys, workshops, focus groups, expert interviews and experimental AI-agent interviews — suggests that AI integration cannot be reduced to technical adoption or institutional compliance. Instead, it exposes tensions that have been present in education systems for some time: the dominance of short-term skills agendas, the pressure to align education narrowly with labour market needs, the fragility of assessment practices, and the under-recognition of education's relational, ethical, civic and formative dimensions. The presentation argues that AI may, paradoxically, create an opportunity to move beyond instrumental and fragmented understandings of education. As AI systems increasingly perform tasks once associated with teaching and learning, education systems are compelled to clarify what should not be delegated to machines: critical thinking, ethical reasoning, socialisation, judgement, responsibility, creativity, democratic participation and the formation of human agency. In this sense, AI does not simply challenge education from the outside; it reveals the need for a more holistic educational paradigm. The presentation concludes that the future of AI in education should not be framed primarily around how education can adapt to AI, but around how AI can help us rediscover and defend the deeper purposes of education. The central question is therefore not whether artificial intelligence will transform education, but whether education systems will use this moment to rethink what it means to educate human beings in an increasingly algorithmic world.

Keywords: artificial intelligence in education, purpose of education, holistic education, AI literacy, human-centred education, critical thinking, educational transformation

* zarzycki.roland@gmail.com; https://orcid.org/0000-0003-3742-1901

FROM THE "ROBOT"-TEACHER TO THE HUMAN-TEACHER: ETHICAL CHALLENGES OF ARTIFICIAL INTELLIGENCE AGAINST THE NEED FOR EMPATHY

Christos Miltsopoulos*
Magdalini Kolokitha**
University of Thessaly, School of Humanities and Social Sciences, Department of Primary Education, Volos (Greece)

This study explores the ethical challenges posed by the increasing integration of Artificial Intelligence (AI) in education, focusing on the irreplaceable value of human empathy. As AI now has the potential to automate the transmission of information, an ethical dilemma arises regarding the further "mechanization" of the educational environment. The study argues that knowledge devoid of human interaction and psychological support becomes alienating for the student. In this light, it is proposed that safeguarding the "human factor" constitutes a primary ethical duty. The integration of AI should not lead to emotional alienation, but rather function as a tool that frees up valuable time for educators, allowing them to focus on their irreplaceable social and pedagogical role. Based on qualitative research through in-depth interviews with secondary education graduates, the paper highlights the students' strong aversion to sterile, mechanical teaching. Participants frequently use the negative term "robot" to describe educators who deliver lessons transactionally, without any communication or emotional interaction. The data analysis shows that the ideal educational role model is identified with the teacher who actively listens to students, approaches them "in their soul," and functions primarily as a human being, showing support and understanding towards their anxiety.

Keywords: Artificial Intelligence (AI), Empathy, Ethics in Education

* aga8wn@gmail.com; https://orcid.org/0009-0007-4761-7752
** mkolokitha@uth.gr; https://orcid.org/0000-0003-1160-0055

THE FUTURE OF THE PROFESSIONAL ROLE OF THE TEACHER IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE INTEGRATION*

Aleksandra Filipova**
Margarita Khusnutdinova***
Oksana Zubova****
Vladivostok State University, Laboratory for Comprehensive Studies of Childhood, Vladivostok (The Russian Federation)

The current era is marked by a crisis in traditional values and the need to nurture creative, humanistic, and technologically competent teachers. It is essential to examine how AI is transforming the teacher's role and social relations within schools, identify key trends and risks associated with technology integration, and understand how institutional characteristics, generational differences, digital literacy, and teachers' attitudes towards technology impact these processes. This study reviews academic literature, reports from EdTech companies, and group discussions with teachers (N=25) on integrating AI into their professional practice, their experiences, and emerging risks. Teacher as "architect of human potential," emphasizing a shift from knowledge transmitter to education partner. This transformation entails a shift from monologic to dialogic interaction, from control to cooperation, and from standardized teaching to personalized learning pathways. Furthermore, it reflects a move beyond a narrow subject-specific focus toward fostering meta-subject competences and meta-skills (including learning to learn, critical thinking, and cooperation), alongside the organization of networked interaction and professional collaboration. Three promising scenarios for the transformation of the teacher's role were identified: a shift towards the role of a mentor who designs personalized learning pathways, with routine functions (assessment, analytics) delegated to AI assistants; the emergence of a methodologist-designer organizing hybrid human-machine learning; and the preservation of the traditional model with a conscious limitation on the use of AI technologies. School education can be transformed by integrating AI, particularly in light of the crisis over motivation and values. A new model of teacher as technological facilitator is emerging.

Keywords: crisis in traditional values, teacher, creativity, humanism, technology, artificial intelligence, personalized learning pathways, role, motivation, meta-subject competences and meta-skills, cooperation

* This research was funded by the Russian Science Foundation, grant No. 26-18-00812, https://rscf.ru/project/26-18-00812/

** alexandra.filipova77@gmail.com; https://orcid.org/0000-0002-7475-1961
*** mardinova@gmail.com; https://orcid.org/0000-0002-7688-0230
**** zubovaoksana@bk.ru; https://orcid.org/0000-0003-2825-7935

TRANSFORMATION OF MODERN TEACHING METHODS UNDER THE INFLUENCE OF ARTIFICIAL INTELLIGENCE

Filduza Prušević Sadović*
Sefedin Šehović**
University of Belgrade, Faculty of Education, Belgrade (Serbia)

This paper examines the transformative role of artificial intelligence in contemporary teaching methods, with a particular focus on the shift from traditional, static approaches to adaptive and personalized learning models. The aim of the study is to explore how the application of AI technologies reshapes the structure of the teaching process, the role of teachers, and the overall learning experience. The methodological approach is based on the analysis of relevant scientific literature and the conceptual elaboration of key pedagogical models, supported by illustrative examples of practical implementation. The findings indicate that artificial intelligence enables real-time adaptation of learning content, continuous monitoring of student progress, and automated personalization of learning pathways. As a result, teaching methods are being redefined—from uniform to individualized, from reactive to proactive, and from teacher-centered to data-driven approaches. Particular emphasis is placed on the evolving role of the teacher, who transitions from a primary source of knowledge to a facilitator and decision-maker guided by learning analytics. The paper concludes that the integration of artificial intelligence represents not merely a technological enhancement, but a fundamental pedagogical transformation leading toward intelligent educational systems.

Keywords: artificial intelligence, teaching methods, personalized learning, adaptive learning, learning analytics, digital education

* filduza@yahoo.com; https://orcid.org/0000-0002-7479-6959
** sefedin.sehovic@uf.bg.ac.rs

EDUCATION IN ARTIFICIAL INTELLIGENCE OR ARTIFICIAL INTELLIGENCE IN EDUCATION: SOCIOLOGICAL APPROACH

Ana S. Vuković*
Institute of Social Sciences, Belgrade (Serbia)

The use of artificial intelligence is no longer a matter of choice, as most proponents of this learning model claim, but rather a matter of the survival of schooling and education. It is believed that children who do not have the opportunity to use artificial intelligence technology in early education will be disadvantaged in their future progress in life because they will not be able to adapt to the information age. Such claims do not reject classical methods of education as a priori bad, but they indicate that they are not sufficient to become people equipped to reach for more knowledge and information. Several basic theses that can be found in documents and articles dealing with the use of artificial intelligence in education revolve around several ideologemes. Namely, that artificial intelligence is not here to threaten the role of the teacher, but to enable him to work more effectively; that artificial intelligence is a supplement, not a formula for better education; and most importantly, regardless of the importance of the inevitable application, artificial intelligence in education must be subject to ethical principles – that it cannot replace the human face of the educational process, social interaction with the teacher, peers and the wider social environment, but that it can contribute to the threat of private data and security on the Internet. In this paper, we will deal with the ethical aspect of the use of artificial intelligence in education and classical forms of education.

Keywords: education, artificial intelligence, teacher, classical upbringing and education, ethical aspect

* annvukovic@yahoo.com; https://orcid.org/0000-0002-9089-4049

LEARNING WITH MACHINES: THE SOCIAL IMPACT OF CONVERSATIONAL AI ON STUDENTS' EVERYDAY LIVES

Ariela Mortara*
Rosantonietta Scramaglia**
Federica Fortunato***
Simonetta Muccio****
IULM University, Faculty of Communication, Milan (Italy)

In recent years, artificial intelligence (AI) and digital technologies have become embedded in everyday life, reshaping how people learn, communicate, and build social relationships. According to the CENSIS 2025 Report, over 90% of Italians use the Internet daily, and around 60% feel influenced by algorithms governing digital platforms, despite limited understanding of how they work. This highlights both the pervasiveness of technology and a widespread ambivalence about its social effects, especially among younger generations. Eurostat (2025) data show that 31% of Europeans aged 16–24 used AI tools in the past year, mainly for learning and study support, with higher use among educated and male users. In this context, the contribution presents the preliminary results coming from a research project investigating the social impact of AI among students, with a specific focus on the use of conversational AI tools such as chatbots, virtual tutors, and study assistants. The study examines how students develop and mobilize digital knowledge, skills, and practices, paying particular attention to the ways AI is integrated into learning processes as well as everyday interactions and relationships. Methodologically, the study adopts a quantitative approach. A self-completed questionnaire was administered via the SurveyMonkey platform between November and December 2025, collecting a non-purposive sample of approximately 2,600 Italian students across different educational levels and fields of study. The survey includes items measuring patterns of AI use, digital competencies, and psychosocial dimensions such as well-being, self-efficacy, and perceived social isolation. Data are currently being analysed.

Keywords: Artificial intelligence, students, digital skills, psychological well-being, self-efficacy, human–AI interaction

* ariela.mortara@iulm.it; https://orcid.org/0000-0003-4787-3645
** rosantonietta.scramaglia@iulm.it; https://orcid.org/0000-0003-4423-3554
*** federica.fortunato@iulm.it; https://orcid.org/0009-0000-5691-546X
**** simonetta.muccio@iulm.it

UNCOVERING NOVEL BEHAVIORAL PATTERNS IN AI-SUPPORTED LEARNING: A MIXED-METHODS INVESTIGATION IN HIGHER EDUCATION IN CHINA

Jiangtao Zhao*
Independent researcher

Artificial intelligence (AI) is increasingly used in higher education, but limited research examines how AI-supported environments shape learner behaviors, especially in developing countries. This study investigates behavioral patterns among Chinese university students using an AI-supported learning platform. Using a convergent mixed-methods design, the study integrates trace data from 178 undergraduates with interviews (n=27) and open-ended survey responses (n=84). Quantitative results reveal three dominant patterns: frequent consultation of AI feedback, adaptive time regulation driven by AI difficulty cues, and extensive iterative revisions. Qualitative findings show students viewed AI as both a strategic learning aid and a potential source of dependency. Many learners used AI feedback to plan, monitor, and refine their work, while others hesitated to act without system approval. Mixed-methods integration reveals convergent, complementary, and divergent points between behavioral data and learner perceptions, highlighting the complex mechanisms through which AI affects self-regulated learning. The study advances theory by extending self-regulated learning frameworks to include AI-mediated external regulation. Practical implications emphasize the need for autonomy-preserving AI design and pedagogical strategies that balance guidance with independent thinking. By providing context-rich evidence, the findings inform responsible, student-centered integration of AI in higher education.

Keywords: Artificial intelligence in education, AI-supported learning, Learning behaviors, Self-regulated learning, Behavioral analytics

* zzuzjt@163.com

FROM AI EXPOSURE TO AI LITERACY: TASK-SPECIFIC PATTERNS OF GENERATIVE AI USE IN HIGHER EDUCATION

Ksenia Tarasova*
National Research University Higher School of Economics, Institute of Education, Moscow (The Russian Federation)

Generative AI is becoming embedded in students' academic work, yet exposure to AI tools remains an inadequate proxy for AI literacy. Prior studies document the normalization of GenAI use in higher education (Sousa & Cardoso, 2025; Çerkini et al., 2025; Wu et al., 2025) and concerns about integrity, ethical risk, cheating, and critical thinking (Bittle & El-Gayar, 2025; Huang et al., 2025; Pikhart & Al-Obaydi, 2025; Salido et al., 2025). Prompting should be treated as a distinct competence, not a by-product of tool use (Zamfirescu-Pereira et al., 2023; Zhang & Magerko, 2025), while disciplinary differences require attention (Qu et al., 2024; Ferdman & Ratti, 2024). This study examines whether overall and task-specific GenAI practices are associated with four AI literacy components: AI-supported decision making, AI humanization, ethical concern, and prompting skill. Data came from 1,647 third- and fourth-year Russian undergraduates across STEM, humanities, and social sciences. We combined self-report scales, including an adapted dual-dimensional LLM dependency measure (Yankouskaya et al., 2025), with a performance-based prompting task (Ivanova et al., 2025). Latent factor scores were estimated using WLSMV and analyzed through linear regressions with HC3 robust standard errors and Benjamini–Hochberg correction. Frequent AI use predicted stronger AI-supported decision making and humanization, but not prompting skill. Thesis and project-related use was associated with higher humanization, whereas coding and AI-based information search predicted lower humanization. Ethical concern was discipline-related. The findings suggest that AI literacy is not a natural outcome of AI exposure, but a differentiated construct requiring task-sensitive and discipline-aware assessment and instruction.

Keywords: AI literacy, generative AI, higher education, prompting skill, AI ethics, AI humanization, AI-supported decision making, disciplinary differences, task-specific AI use

* ktarasova@hse.ru; https://orcid.org/0000-0002-3915-3165

AI IN EDUCATION: REGULATORY APPROACHES AND THE ROLE OF TEACHERS IN GREECE AND SERBIA

Danijela Kostadinović Krasić*
University of Belgrade, Faculty of Education, Belgrade (Serbia)
Vana Chiou**
University of the Aegean, Department of Geography, Mytilene (Greece)

Artificial intelligence (AI) is rapidly becoming part of everyday educational practice worldwide, creating new opportunities for teachers while also raising important concerns about responsibility, privacy, and the role of human judgement. This paper explores the regulatory approaches to the use of AI in education in Greece and Serbia, with a special focus on the role of teachers. In Greece, a recent regulatory framework for the use of AI in secondary education emphasizes the safe, transparent and ethically responsible use of AI. It importantly focuses on the protection of personal data, teacher training and the prevention of fully automated decisions about students or teachers, stressing that AI should support rather than replace teachers' judgement and students' own learning. Meanwhile, the Serbian context promotes AI literacy, responsible classroom use, and the continuous professional development of teachers. Serbian regulations also view AI as a tool to support rather than replace the teachers, while encouraging educators to enhance the knowledge and skills needed for safe and meaningful integration of AI into educational practice. By comparing these two frameworks, this paper highlights both similarities and differences in regulations about AI use in education in Greece and Serbia. Specifically, it emphasizes the important role of teachers in promoting students' learning and argues that effective AI governance in education should empower teachers to use it critically, ethically and with confidence. Therefore, AI can assist teaching and learning, but responsibility and judgement should remain human-driven.

Keywords: AI, education, regulatory frameworks, teachers, Greece, Serbia

* danijelakostadinovic@uf.bg.ac.rs; https://orcid.org/0009-0001-0799-8657
** B.Xiou@aegean.gr

ARTIFICIAL INTELLIGENCE, MILITARY EDUCATION, AND THE TRANSFORMATION OF ORGANISED VIOLENCE

Olivera Marković-Savić*
University of Priština, in Kosovska Mitrovica,
Faculty of Philosophy, Department of Sociology,
Kosovska Mitrovica (Serbia)

This paper analyses the relationship between artificial intelligence, military education, and the transformation of organised violence in contemporary societies. Drawing on a macro-sociological perspective on war, state power, and discipline, the paper examines how the growing use of AI technologies reshapes the institutional mechanisms through which military organisations produce obedience, coordination, and legitimacy. The paper starts from the assumption that war is not a natural or universal phenomenon, but a historically specific and institutionally organised form of collective violence. In this context, military education is analysed as a crucial field through which contemporary societies reproduce forms of discipline, authority, technological competence, and the social legitimisation of violence. Special attention is given to the role of AI in military training, strategic planning, surveillance systems, and algorithmic decision-making. The paper further discusses how AI technologies increase the distance between actors and violent outcomes, transforming traditional forms of responsibility, control, and moral accountability in warfare. The analysis argues that artificial intelligence does not reduce the structural role of violence in modern societies, but rather transforms its organisational forms and expands institutional capacities for coordinated and technologically mediated violence. The increasing integration of AI into military education therefore represents not only a technological shift, but also a broader transformation of the social organisation of power, discipline, and violence.

Keywords: artificial intelligence, military education, organised violence, war, discipline

* olivera.markovic@pr.ac.rs; https://orcid.org/0000-0001-5642-8581

"STUDYING WITH AI": EXPLORING STUDENTS' LIVED EXPERIENCES WITH ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION

Mariam Dalakishvili*
Ilia State University, School of Business, Technology and Education, Tbilisi (Georgia)

The application of artificial intelligence in academics is a critical topic. The influx of artificial intelligence (AI) technologies in educational environments has significantly changed the learning and academic practices of students. In everyday life, various free and paid programs equipped with AI are easily accessible. The work that can be performed with these programs is becoming progressively varied. For example, ChatGPT can perform various types of academic tasks, such as translating, writing summaries, writing essays, answering test questions, etc. Researchers argue that the inappropriate use of ChatGPT in university assignments affects the development of students' skills such as critical thinking and intellectual autonomy, and in some cases breaks ethical standards of academic honesty. The situation is similar in Georgia. Students are caught in a kind of circle between technological progress and traditional academic values. What has been missed is the perspective of students - how students themselves experience and understand the use of AI and these ethical challenges in everyday academic life. To fill this gap, the study adopts a constructivist epistemological perspective, pointing out that knowledge about AI ethics is socially constructed in students' everyday life. By focusing on students' voices and perspectives, this study aims to contribute to a more comprehensive understanding of how ethics are developing in the process of studying and researching in everyday life. These findings contribute to understanding how students construct ethical frameworks for new technologies and provide a more comprehensive context-sensitive AI ethics policies that balance innovation with educational integrity in higher education.

Keywords: Artificial intelligence, Higher education, Learning, Student perspectives, Artificial intelligence ethics, Academic integrity

* m.dalakishvili@iliauni.edu.ge; https://orcid.org/0009-0003-2861-3642

SOCIOLOGY OF ARTIFICIAL INTELLIGENCE: CONSTITUTING THE DISCIPLINE

Branislava Vučković*
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Department of Sociology, Kosovska Mitrovica (Serbia)

In the history of human society, social changes driven by technological innovations are not a rarity, but rather the rule, above all the technologies which penetrate a wide range of social practices. Hence the need for a deeper sociological analysis of the interaction between technological novelties and the subsequent social changes, as well as the social conditions of technological development, which is situated within a complex deterministic framework. Artificial intelligence meets all the aforementioned conditions for increased sociological attention to the extent that the boundaries of a new discipline—the Sociology of Artificial Intelligence—are already taking shape. This paper explores the need for constituting this new sociological (sub)discipline, i.e. the suitability of the frameworks of existing disciplines (such as the sociology of technology or digital sociology) for studying this new phenomenon; in other words, whether this is another stage in the development of digital technologies or a significant qualitative technological leap, whose study is not adequately served by existing sociological concepts. The social implications of the spread of AI technology are numerous, in some areas of social life already partly outlined (economy, education, art), and in others just hinted at (social stratification, inequality, and identity). By reviewing existing literature, we will define key themes and research problems in sociological studies of artificial intelligence. From a sociological perspective, AI also raises some methodological questions, which we will address, including those related to methods of AI research and the use of AI as a research tool.

Keywords: sociology, artificial intelligence, sociology of artificial intelligence, methodology, academic foundation

* branislava.vuckovic@pr.ac.rs; https://orcid.org/0000-0003-4534-0554

DETECTING HARDWARE VIDEO STICK INJECTION ATTACKS IN INTELLIGENT PROCTORING SYSTEMS: A HYBRID XGBOOST-CNN-PCA APPROACH

Amadasun Osamuyimen*
National Open University of Nigeria of the African of Excellence and Technology Enhanced Learning, Department of Cybersecurity, Abuja (Nigeria)
Bukola Onashoga
Federal University of Agriculture, School of Computing, Information Science, Abeokuta (Nigeria)
Ahmed Aliyu
Bauchi State University, Department of Computer Science, Gadau (Nigeria)

Due to increase in the number of online educational systems, there has been a sharp increase in the number of security threats and problems associated with intelligent systems for proctoring tests. One of these threats is a hardware video stick injection attack, where the attacker uses USB video capture devices to bypass camera feeds altogether, and it is a big threat to the security of examinations. The USB video capture devices are able to act like a real USB camera on the operating system because they do not have any optical components, thus allowing the user to create an artificial identity through the use of recorded or manipulated video. This paper presents a new hybrid detection system that utilizes Extreme Gradient Boosting (XGBoost) and Convolutional Neural Networks (CNN), and Principal Component Analysis (PCA). Our system uses CNN as a deep feature extraction method, while PCA serves to reduce data dimensions, and XGBoost functions as our classification method. The testing results conducted on 27000 samples showed 98.7% detection accuracy with 23-millisecond inference time, which makes the system ready for usage in actual proctoring systems.

Keywords: Video injection attack, Hardware video stick detection, Intelligent proctoring, Online proctoring, Online examination security, Adam optimizer, Hybrid neural networks

* oamadasun@noun.edu.ng

HUMANIZING EDUCATION IN THE AGE OF AI

Aniket Singh*
South Asian University, Department of Sociology, New Delhi (India)

This paper confronts the rise of Artificial Intelligence as an educational technology, arguing that tools like ChatGPT represent not neutral assistance but a fundamental epistemic contest over the meaning of education itself. Framed through bell hooks' liberatory pedagogy - centred on love, desire, excitement, authentic help and transgression - along with Paulo Freire's critique of the banking model of education and philosophy of technology by Feenberg and Heidegger, the analysis shows that AI-led learning, while appearing to transgress physical and traditional classroom boundaries, systematically erodes engaged pedagogy. AI-driven learning fails to provide the mutual vulnerability, embodied presence and human touch essential for education as the 'practice of freedom'. The paper alleges that AI pedagogy, by homogenizing diversity, promoting cognitive offloading, and reducing knowledge to pattern prediction, creates an epistemic crisis by forming passive subjects rather than critical agents, thereby reinforcing the banking model of education under the guise of technology. To ground this critique, the paper questions the knowledge claims of AI 'tools'. It draws on empirical research, both qualitative and quantitative, to document cognitive changes among users, including memory, critical thinking, and knowledge retention. The conclusion is a call to reclaim a human-centric education, to refuse the erosion of vulnerability, tension, and the desired difficulties that are essential for learning in an era of adaptive learning.

Keywords: Artificial Intelligence, Large Language models, ChatGPT, bell hooks, Paulo Freire, Heidegger, critical pedagogy, educational technology, epistemology, human-centred education

* s10aniket@gmail.com; https://orcid.org/0009-0009-9188-7439

HUMANIZING EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE

Nikita Rajput*
Sangeeta Yaduvanshi**
Central University of Rajasthan, Department of Education, Ajmer, Rajasthan (India)

The growing integration of Artificial Intelligence (AI) in education has transformed traditional teaching-learning processes, creating new opportunities for personalized learning, digital accessibility, and academic innovation. However, the increasing dependence on AI-driven technologies has also raised concerns regarding the preservation of human values, emotional connections, ethical understanding, and meaningful social interaction within educational environments. The present study explores the need to balance technological advancement with human-centred educational practices in contemporary society. The study aims to conceptually analyse the role of human values, empathy, creativity, critical thinking, and socio-emotional learning in an AI-driven educational landscape. Using a qualitative and conceptual research approach based on secondary data, policy documents, and existing literature, the paper examines both the possibilities and limitations of AI in education. The paper emphasizes the importance of integrating value-based education, life skills, collaborative learning, and inclusive pedagogical approaches to humanize education in the digital age. It concludes that AI should function as a supportive educational tool rather than a substitute for human relationships, critical reflection, and ethical decision-making. A balanced approach that combines technological innovation with compassion, social responsibility, and human interaction is essential for creating equitable, inclusive, and holistic education systems in the era of Artificial Intelligence.

Keywords: Artificial Intelligence, Humanizing Education, Values, Inclusive Education

* 2023phded008@curaj.ac.in; https://orcid.org/0009-0007-3488-8561
** s.yaduvanshi@curaj.ac.in; https://orcid.org/0000-0002-2018-2847

TEACHING MINORITY LANGUAGES IN THE AGE OF ARTIFICIAL INTELLIGENCE

Ivana Ivanić*
University of Novi Sad, Faculty of Philosophy, Department of Romanian Studies, Novi Sad (Serbia)

The rapid advancement of artificial intelligence has undergone profound changes in the educational systems of today, while new avenues for innovation, personalization and availability for language teaching are opened up as a result. Such changes are a matter of considerable note in language education for minorities. Technical backup may not only encourage efficient learning processes, but also preserve and advance linguistic and cultural diversity. Minority languages learned at the Faculty of Philosophy, University of Novi Sad and its departments usually face some difficulty due to lack of teaching resources, inadequate technical support, lack of motivation and digital resources among others. In this context, artificial intelligence can also provide new opportunities in pedagogy, such as adaptive learning, automated feedback, intelligent tutoring, speech recognition, machine translation and AI-driven creation of educational materials. This study explores the impact of AI on minority language teaching and learning in multilingual and intercultural educational contexts. There is a special focus on the incorporation of AI-enhanced methodologies within modern language pedagogy aimed at enhancing communicative proficiency, intercultural competence, learner involvement, and personalized teaching. The paper also examines the pedagogical, ethical and cultural aspects of the integration of AI technologies into education with respect to questions of authenticity, the credibility of AI-generated content, digital inequalities, and the safeguarding of cultural identity in a technologically mediated learning environment. Instead, the paper contends, we should perceive artificial intelligence not as a substitute for teachers but as a secondary educational instrument that can enhance instruction and contribute to novel, student-centered methods. Drawing on interdisciplinary insights of language pedagogy, digital humanities and educational technology, the study explores how AI can play a role in contributing to future development and sustainability of minority language education in the digital age.

Keywords: artificial intelligence, minority languages, language education, digital pedagogy, intercultural competence, educational technologies, multilingualism, digital humanities

* ivana.ivanic@ff.uns.ac.rs; https://orcid.org/0000-0001-6064-5028

ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF ENGLISH LANGUAGE TEACHING: PEDAGOGICAL OPPORTUNITIES AND SOCIOLOGICAL IMPLICATIONS

Iurii Kornilov*
Siberian University of Consumer Cooperation, Faculty of Economics and Management, Novosibirsk (The Russian Federation)

The integration of artificial intelligence into modern educational environments has become one of the most significant technological trends of the twenty-first century. Digital technologies increasingly influence teaching strategies, educational organization, and learning outcomes. Among the disciplines affected by these developments, English language teaching occupies a particularly important place because of the global status of the English language in science, business, and international communication. The present article examines the role of artificial intelligence in the process of teaching English as a foreign language and analyzes the pedagogical and sociological consequences associated with the use of intelligent technologies in education. The study considers the potential of adaptive learning systems, automated writing assessment, speech recognition technologies, and conversational AI platforms in the development of language competence. Particular attention is paid to the transformation of the teacher's professional role in AI-supported educational environments, as well as to ethical concerns related to digital inequality, academic integrity, and data protection. The article argues that artificial intelligence can significantly expand the methodological possibilities of language teaching by enabling individualized learning trajectories and rapid feedback mechanisms. At the same time, the successful use of such technologies depends on the preservation of the human dimension of education and the responsible integration of digital tools into pedagogical practice.

Keywords: artificial intelligence, English language teaching, digital education, educational technologies, adaptive learning systems, language pedagogy, sociology of education, digital literacy

* Pirr2000@yandex.ru; https://orcid.org/0009-0000-0392-6042

USING ARTIFICIAL INTELLIGENCE IN TRANSLATION ERRORS' ANALYSIS

Iuliia Goman*
Independent researcher, Saint Petersburg (The Russian Federation)

The study examines the quality of translation assessment performed by Artificial Intelligence (AI) and humans by identifying, counting, and classifying errors in text translation of different genres. The aim of the study was to compare the number of linguistic and semantic errors made in the translation of texts and to assess the potential of machine translation for compiling error databases. The scientific significance of the study consists in clarifying the translation error classification and assessing the role of a new translation actor, AI, in comparison with humans. Practical significance: the study enriches the translation error classification with new examples, and divides them by the type of translator. Research methods: student questionnaires; statistical methods (median, T-test, and Pearson correlation coefficient). Results: the survey allowed us to conclude that most students consider a translation to be the search for a word with equal meaning in another language. The translation difficulties identified by respondents are primarily associated with ignorance, misunderstanding, or inability to find the meaning of a word. Statistical methods allowed us to state that the type of text does not matter when comparing the results of machine translation and human translation. There is a moderate correlation between semantic and linguistic errors made by students and AI.

Keywords: machine translation, language error, semantic error, post-editing, error classification

* j234561@yandex.ru; https://orcid.org/0000-0002-1738-8385

AI GENERATED SPEECH AND THE STANDARD LANGUAGE – QUESTIONS OF SPEECH ACQUISITION WITHIN AND WITHOUT A CLASSROOM

Ana Petrović Dakić*
Đorđe Janković**
University of Belgrade, Faculty of Education, Belgrade (Serbia)

This study explores the differences between AI generated speech and the Serbian standard language. A sample of this type of speech generated with a BCMS language base and that was available through social media was used, as this would be the type of content that would be freely available to children, language learners. This sample was functionally diverse – it included content aimed at younger children (fairy tales), content aimed at schoolchildren (required reading text analysis), and different videos whose main target audience were not children (general educational and promotional content). Based on this sample, we analyzed speech elements – mostly concerning the nature of accents and their distribution, along with prosody, phonology and grammar – that might differ from Serbian language standard form. After the main analysis, we consider what the differences might mean for the acquisition of first language and whether improvements or accommodations can be made, either within AI models themselves, or within the methodological or pedagogical approach in language teaching. Given the relative novelty of the field, the specific nature of the topic and the lack of similar research, since previous studies concerning AI speech dealt mostly with second language acquisition or language pathology, this would seem to be a quite novel addition to South Slavic linguistics in general, and Serbian linguistics in particular.

Keywords: speech, AI, accent, speech culture, speech development, education

* ana.petrovic@uf.bg.ac.rs; https://orcid.org/0000-0002-3122-4838
** djordje.jankovic@uf.bg.ac.rs; https://orcid.org/0000-0003-4450-4991

DAY 2
25th September
PARALLEL SESSION 3

DIGITAL DIVIDE MEETS OLD INEQUALITIES: FAMILY RESOURCES, INTERNET AFFORDABILITY AND EDUCATIONAL CHANCES

Ekaterina Popova*
Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Moscow (The Russian Federation)

The paper examines how the digital divide intersects with long-standing social and territorial inequalities to shape young people's educational chances in Russia. Drawing on RLMS-HSE data from 1994–2025, it conceptualizes educational inequality through the gap between equal individual effort and unequal educational outcomes, and then traces how family resources, place of residence and digital access jointly structure this gap. The analysis focuses on three layers of barriers: social and cultural capital of the family, economic constraints reinforced by rising income inequality, and territorial differences in educational infrastructure. In the digital dimension, the study explores household computer ownership, availability of low- and high-speed internet, and patterns of internet use for study, work, news and entertainment across social and professional groups. It shows that, despite the diffusion of connectivity, access remains stratified by urbanization level and household resources, with rural and low-income households lagging behind in both quality of connection and educationally oriented uses of the internet. These digital disadvantages amplify existing educational stratification, limiting the capacity of disadvantaged youth to accumulate human capital, particularly in contexts where online learning and digital services become integral to education. The paper argues that digital divide, digital poverty and digital exclusion should be treated not only as new barriers, but as a cross-cutting dimension that reconfigures economic, social and territorial inequalities in education. This has implications for education and AI policies, suggesting that initiatives promoting digital and AI-based learning risk reproducing inequality if they do not simultaneously address affordability and quality of internet access for vulnerable groups.

Keywords: Digital Divide, Socio-technical Inequality, Educational chances

* espopova@isras.ru; https://orcid.org/0000-0002-9808-3152

THE DIGITAL DIVIDE IN AI-DRIVEN EDUCATION: WHO IS LEFT BEHIND AND WHY

Diana Kordysh*
Russian State University for the Humanities (RSUH),
Department of Foreign Languages, Moscow (The Russian Federation)

The rapid integration of artificial intelligence into education is often presented as a universal solution for improving learning outcomes, personalizing instruction, and increasing efficiency. However, this techno-optimistic vision overlooks a critical sociological question: who is left behind when AI becomes a standard educational tool? This paper examines the digital divide in AI-driven education beyond the traditional binary of having or not having internet access. It identifies four overlapping categories of actors who risk exclusion or marginalization: (1) schools and students in rural, remote, and underfunded regions; (2) learners from low-income families who cannot afford premium AI services or up-to-date devices; (3) teachers and students with low digital literacy, including older educators and first-generation technology users; and (4) special-needs students for whom most mainstream AI tools are not designed. The paper argues that without deliberate policy interventions, the introduction of AI may deepen existing educational inequalities rather than reduce them. Drawing on preliminary evidence from Russian schools and available comparative data, it shows that access to AI tools, teacher training, and technical support remain highly uneven. The concept of "AI readiness" is proposed as a new analytical tool for measuring institutional and individual capacity to benefit from AI in education. The paper concludes with a set of recommendations for policymakers, school administrators, and curriculum designers aimed at preventing AI from becoming a new driver of educational stratification.

Keywords: artificial intelligence in education, digital divide, educational inequality, social differences, AI readiness, educational policy

* kordysh.diana@mail.ru; https://orcid.org/0009-0001-9594-0235

CHILDREN IN THE ERA OF AI: DIGITAL MEDIA AND SOCIAL INEQUALITIES

Georgia Dimopoulou*
Nelli Askouni**
National and Kapodistrian University of Athens,
Department of Early Childhood Education, Athens (Greece)

In today's conditions the usage of digital media penetrates all aspects of social life shaping both social subjects and social relations. At the same time, the increasingly widespread use of AI is leading to significant social transformations which affect people's daily lives. In this context, understanding digital media's position in children's everyday life is of particular importance. The presentation incorporates a sociological approach to the relationship between children and digital environments, focusing on the investigation of digital practices within the family in relation to the educational resources of the parents. More specifically, children's familiarity with AI is perceived through the prism of social inequalities and it is studied as part of the family's "cultural capital". The qualitative research is based on semi-structured interviews which were conducted separately with parents and children (10-12 years old) from upper, middle and lower social class families in Athens, Greece. The research process led to an in-depth understanding about the relationship between children and digital media and highlighted socially differentiated family digital practices. The discussion focuses on the use and the perception of AI as an educational tool, which appears to vary socially depending on parents' educational capital. Therefore, the AI seems to be associated with digital disparities and more broadly with mechanisms of social inequalities' production and reproduction.

Keywords: Artificial Intelligence (AI), digital media, childhood, family practices, digital & social inequalities

* geo4gia@gmail.com
** naskouni@ecd.uoa.gr

NAVIGATING THE DIGITAL DIVIDE: A SOCIOLOGICAL ANALYSIS OF AI INTEGRATION IN THARU INDIGENOUS EDUCATION IN THE CONTEXT OF BIHAR, INDIA

Ambedkar Kumar Sahu*
Lalit Narayan Mithila University,
Department of Sociology, Darbhanga, Bihar (India)

This research examines the intersection of Artificial Intelligence (AI) and educational practices within the Tharu indigenous community of West Champaran, Bihar. As national education policies pivot toward AI-driven pedagogy, this study investigates the sociotechnical implications for a marginalized, agro-based community situated on the periphery of the digital revolution. Utilizing a qualitative ethnographic framework, the research was conducted in the Don area of West Champaran, through interviews, case studies, and focus group discussions. The central objective of this research was to critically evaluate AI integration in Tharu education by analyzing the tension between state-led digital advancements and the preservation of indigenous cultural identity. The findings reveal a paradoxical 'digital marginalization,' where AI-based platforms often exacerbate existing inequalities. For Tharu youth, the transition from local oral traditions to algorithmic learning environments presents a significant cognitive and cultural rupture. The study identifies critical structural barriers—including inadequate infrastructure, linguistic bias in AI models, and a lack of community-centric design—that render these interventions tools of assimilation rather than empowerment. Drawing on Bourdieu's 'cultural capital' and Freire's 'critical pedagogy,' this paper argues that AI integration in tribal education requires a decolonial approach. It concludes that without embedding local ecological knowledge and ensuring linguistic autonomy, AI models risk reproducing colonial hierarchies, transforming indigenous learners into passive consumers of standardized data. Consequently, this research calls for a transformative policy shift: moving beyond mere digital access toward community-responsive AI literacy that upholds Tharu identity while equipping the community for a globalized future.

Keywords: AI in Education, Indigenous Knowledge, Tharu Tribe, Digital Divide & Socio-technical Inequality

* aksahu1414@gmail.com

BEYOND THE DIGITAL DIVIDE: HOW ALGORITHMIC SOCIAL MEDIA FEEDS SHAPE YOUTH ASPIRATIONS IN RURAL INDIA

Shreyashi Pandey*
Independent Researcher, Varanasi (India)

What happens when automated recommendation algorithms become the primary window to the outside world for rural youth? Most digital sociology focuses heavily on urban areas, leaving a huge gap in our understanding of how digitalization impacts rural communities. This study steps into that gap, drawing on primary data from surveys and semi-structured interviews with 20–25 young people (aged 15–25) in a village in Northern India. Specifically, it looks at how platforms like Instagram, YouTube, and TikTok—which are completely driven by AI curation—affect daily social behavior. The data reveals that these algorithmic feeds are now powerful, informal agents of socialization. They do not just offer entertainment; they are actively reshaping how rural youth communicate, what they look for in education, and how they view their own futures. On the positive side, these personalized AI feeds help bridge gaps by pointing youth toward exam prep, online tutorials, and remote work opportunities. But there is a flip side. The constant stream of algorithmically curated lifestyles creates a sharp contrast with local realities. It shifts traditional social norms, reduces attachment to village life, and intensifies the desire to migrate to urban centers. Using a sociological imagination, this paper argues that the digital divide is no longer just about who owns a smartphone. Instead, it is about algorithmic literacy. By mapping how automated platform architectures reconfigure personal ambitions, the study shows how AI is quietly rewriting rural transformation from the ground up.

Keywords: AI Algorithms, Social Media, Rural Youth, Educational Aspirations, Digital Sociology, Algorithmic feeds, Rural youth, Youth aspirations

* shreyashipandeysrp@gmail.com; https://orcid.org/0009-0006-2273-041X

REHABILITATIVE ARTIFICIAL INTELLIGENCE AND DEPRESSION PREVENTION IN AFRICA: DEVELOPMENTAL IMPLICATIONS IN NIGERIA

Chisom Ogochukwu Ezenwanji*
University of Nigeria Nsukka, Faculty of the Social Sciences, Nsukka (Nigeria)

Depression is a leading cause of disability worldwide, and Nigeria faces a serious treatment gap because it has too few psychiatrists for its population. This study examines rehabilitative artificial intelligence (AI) as a tool for depression prevention in Africa, with a focus on Nigeria, and asks what this technology means for the country's development. The study is anchored on the Technology Acceptance Model, proposed by Fred D. Davis in 1989, which holds that perceived usefulness and perceived ease of use shape whether people adopt a new technology. The study adopts a qualitative research design based on secondary data. Data were drawn from journal articles, institutional reports, and policy documents, and analysed using qualitative thematic analysis. Findings show that AI tools such as chatbots and screening apps already show promise in Nigeria and other African countries, improving depression scores, productivity, and access to care. However, adoption is held back by poor internet access, high data costs, weak data protection guidance, and tools that do not reflect Nigerian language and culture. The study concludes that rehabilitative AI can support Nigeria's mental health system and strengthen its human capital, but only if access barriers are addressed alongside the technology itself. It recommends investment in digital infrastructure, local adaptation of AI tools, clear data protection rules for mental health data, AI training for clinicians, and continued local research to guide policy.

Keywords: rehabilitative artificial intelligence, depression prevention, mental health, digital divide, human capital, Nigeria

* chisom.ezenwaji@unn.edu.ng; https://orcid.org/0000-0003-0196-7806

PLATFORM-MEDIATED PEDAGOGY AND THE RECONFIGURATION OF EDUCATIONAL AUTHORITY: A SOCIOLOGICAL STUDY OF AI-DRIVEN LEARNING PRACTICES IN BIHAR

Ankit Kumar*
University of Hyderabad, Department of Sociology, Hyderabad (India)

This paper examines how AI-enabled and platform-mediated educational systems are reshaping pedagogic authority, learner subjectivity, and the social organization of knowledge in contemporary Indian education. Moving beyond celebratory or purely instrumental accounts of educational technology, it treats EdTech tools and techniques as social forms that reorganize how teaching, learning, and evaluation are structured. The study draws on fieldwork in Bihar, including 150 responses from learners, to explore how students engage with AI-based features such as recorded lectures, recommendation systems, progress dashboards, and automated feedback. The analysis suggests that these tools do not simply extend access to knowledge; they also reconfigure the conditions under which knowledge is transmitted and legitimized. Pedagogic control becomes less visible but more deeply embedded in digital interfaces, while learners are encouraged to monitor, regulate, and optimize their own study practices. As a result, educational authority shifts partly from embodied classroom interaction to platform-mediated architectures of learning. The paper argues that AI-driven EdTech should be understood not merely as a technical innovation, but as a transformation in the social organization of pedagogy. It contributes to sociology of education by showing how AI-driven learning produces new relations of authority, discipline, and educational subject formation.

Keywords: AI in education, EdTech, pedagogy, educational authority, learner subjectivity, sociology of education

* 21ssph10@uohyd.ac.in; https://orcid.org/0009-0000-7639-4569

REVISITING "THE KERALA MODEL OF EDUCATION": CHALLENGES AND PROSPECTS IN THE AGE OF ARTIFICIAL INTELLIGENCE

Khadeeja Mangat*
Independent Researcher (India)
Anwar Sadath KT**
University Of Calicut, Sullamussalam Arabic College, Malappuram (India)

Kerala, a state in southern India, has achieved notable development progress which has been celebrated as "The Kerala Model of Development" throughout the academia. Since Kerala has a unique history among the states of Indian sub-continent for being the only state to have achieved 100% literacy post-independence, Kerala's educational endeavors have always caught the attention of educationalists across the globe. Achievements in education have always been a positive indicator in determining the empowerment of a society across the world. The fact that Kerala has a one hundred percent enrolment of children in both the primary and secondary section has put Kerala at the zenith of educational growth chart which is almost in par with the performance of developed nations. High literacy rates, universal primary education, positive student-teacher ratio and programs to promote adult education have been the predominant feature of Kerala Model. Equity and inclusion along with universalization was possible only with the active state participation for the last few decades. Experts like Nobel laureate Amartya Sen attributed Kerala's economic and social success ultimately to the consistency in educational endeavors of the state by striking a balance between public policies and their implementation. With the arrival of a new era of Artificial Intelligence (AI) and other AI-enabled technologies, the educational field is entering a revolutionary domain where technology is the primary teacher and guide. The potential impact AI is expected to have on school education—primarily state-controlled educational systems like the Kerala Model—is a major issue of concern that this paper addresses. The impact of AI as a learning and teaching tool must be critically analyzed within the public education system. Since AI is envisioned as a promising new method in the educational field, it must be analyzed at a policy level to ensure that equity and inclusion are guaranteed at every level of the learning process. Thus, the primary objective of the paper is to 1) critically engage with the much acclaimed ' Kerala Model of Education' in the context of the new world order of artificial intelligence. 2) To analyze the future of education comprising both the challenges and opportunities in the AI era.

Keywords: Kerala Model of Education, primary education, Artificial intelligence, learning and teaching tool, equity and inclusion

* khadeejamangat@gmail.com; https://orcid.org/0009-0005-7881-2943
** anwararakkinar@gmail.com; https://orcid.org/0009-0005-6259-710X

AI FOR INCLUSIVE EDUCATION IN SENEGAL? THE MODERNIZATION OF DAARAS IN QUESTION

Valérie Medori Toure*
Université Rose Dieng France-Sénégal, Dakar (Sénégal)

The use of digital tools, particularly artificial intelligence, in education systems can be a driver of inclusion and social progress. In Senegal, beyond the formal education system, non-formal and informal teaching models exist and are developing to meet the needs of families and cultural realities. For the past twenty years, the Senegalese government has been modernizing some *daara*-type Koranic schools, implementing programs to introduce national languages, French, and other fundamental skills into their curriculum. In 2025, the National Daara Conference was launched, a major initiative aimed at modernizing and better regulating traditional Koranic schools in Senegal. Specifically, the Senegal Daara Digital Transformation project plans the gradual introduction of essential subjects such as Arabic, mathematics, and Islamic studies through a personalized learning platform powered by artificial intelligence. Pedagogical training for Koranic teachers is also provided. Could AI be used to upskill students in Koranic schools of the daara type, for an inclusive education system in Senegal, between traditions and digital practices? This involves evaluating the means implemented on the one hand and understanding the social processes of acceptance and integration of changes at the level of the social fabric on the other.

Keywords: daara, education, modernization, AI, skills

* valerie.medoritoure@urdfs.edu.sn

DEEPFAKES IN THE CLASSROOM: AI, TECHNOLOGY-FACILITATED GENDER-BASED VIOLENCE AND THE RISK OF SUICIDE

Aitor Alzaga Artola*
University of Barcelona, Faculty of Economy and Business, Barcelona (Spain)

The increasing integration of artificial intelligence (AI) in education represents a key dimension of contemporary social change, reshaping both learning environments and forms of student interaction. Alongside its pedagogical potential, AI also enables new forms of technology-facilitated gender-based violence (TFGBV), including the creation and circulation of sexual deepfakes within school-related digital spaces. These practices constitute an emerging form of digital school violence with significant psychosocial implications. Existing research consistently links TFGBV to adverse mental health outcomes such as depression, anxiety, and social isolation. These harms may be intensified in digitally mediated educational contexts due to persistence, anonymity, and rapid dissemination. However, there is a notable gap in understanding how AI-generated sexual deepfakes relate to suicide outcomes among students. This scoping review examined peer-reviewed literature published between January 2017 and March 2026 on the relationship between TFGBV and suicide-related outcomes. The findings reveal a consistent association between TFGBV and suicidal ideation. Nevertheless, none of the reviewed studies explicitly address sexual deepfakes. This absence highlights a critical gap in both sociology of education and digital violence research. As AI misuse may amplify existing digital abuse among peers in educational settings, further theoretical and empirical research is urgently needed to examine its impact and to inform prevention strategies within schools.

Keywords: sexual deepfake, AI, education, suicide, mental health

* aitor.alzaga@ub.edu; https://orcid.org/0000-0002-4461-064X

SCHOOL MOBILITY AND EDUCATIONAL OPPORTUNITIES IN CONTEXTS OF FORCED MIGRATION IN BRAZIL: CHALLENGES AND POTENTIALITIES OF ARTIFICIAL INTELLIGENCE

Joana Macedo*
University of the State of Rio de Janeiro, Institute of Social Science, Rio de Janeiro (Brazil)

This article articulates school mobility, forced migration, and artificial intelligence (AI), investigating how school transfers of children and adolescents in refugee situations impact their educational trajectories and how AI-based technologies can contribute to mitigating the vulnerabilities associated with this process. School mobility is associated with forms of transfers in which students move within the education system. Forced school mobility, in turn, represents a multidimensional phenomenon that goes beyond a simple change of institution: it involves linguistic, cultural, emotional, and pedagogical ruptures, compounded by the condition of involuntary displacement. Using a systematic bibliographic review and the analysis of ongoing institutional initiatives, this research investigates the educational processes of school integration of refugee children and adolescents, including documentary barriers, prior learning, and gaps in teacher training for contexts of forced diversity, articulated with the potential of AI tools applied to education, such as adaptive learning systems, multilingual support, among others. Preliminary results are expected to indicate, on one hand, AI as a resources and educational pathways in reducing access barriers. On the other hand, its implementation is expected to require critical attention to issues of equity, and cultural adequacy and education opportunity. This work contributes to the understanding of inclusive public policies articulated with the right to education, linking migration policies to the educational field to strengthen knowledge production from the Global South within an intersectoral perspective.

Keywords: school mobility; forced migration; refuge; artificial intelligence; education opportunity

* jocsmacedo@gmail.com; https://orcid.org/0000-0002-0821-9010

SCHOOL VIOLENCE AND ABUSE OF AI

Gordana Sečević*
University of Novi Sad, Faculty of Philosophy, Novi Sad (Serbia)

School violence, particularly peer violence, represents a major challenge in contemporary education systems. With the rapid development of digital technologies and artificial intelligence, traditional forms of violence are increasingly shifting into the digital sphere, resulting in the rise of cyberbullying. While existing research has addressed cyberbullying in general, there remains a lack of comprehensive sociological analysis of the specific role of artificial intelligence in transforming and intensifying digital violence among students. This paper seeks to address this gap by examining digital violence as a form of social deviance that extends beyond the physical boundaries of the school and acquires global dimensions. From a sociological perspective, the causes of digital violence can be identified in family socialization processes, the influence of peer groups, and the role of educational institutions, as well as in insufficient digital and media literacy. Particular attention is given to the role of teachers and parents in shaping values and guiding students' behavior in digital environments. The consequences for students exposed to digital violence include anxiety, social isolation, depression, and, in severe cases, suicidal ideation and behavior, pointing to broader social implications. Possible solutions require a systemic approach, including strengthening digital literacy, enhancing school–family cooperation, and implementing preventive educational programs. Coordinated action among students, parents, and teachers is essential for creating a safe and supportive educational environment.

Keywords: cyberbullying, artificial intelligence (AI), digital culture, education, socialization

* gordanasecevic@gmail.com; https://orcid.org/0009-0009-8893-7175

ARTIFICIAL INTELLIGENCE AS A RISK AND PREVENTION FACTOR IN PEER VIOLENCE

Milica Tomašević*
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Department of Sociology, Kosovska Mitrovica (Serbia)

The development of artificial intelligence significantly influences forms of communication among young people, as well as the emergence of peer violence in the digital environment. Modern technologies can contribute to the spread of online harassment, content manipulation, and the rapid dissemination of offensive messages among peers. At the same time, AI-based systems can assist in detecting hate speech and in the early identification of violent behavior on the internet. This paper analyzes the dual role of artificial intelligence—as a potential risk factor, but also as a tool for the prevention of peer violence in contemporary society. The advancement of artificial intelligence has a profound impact on various aspects of social life, including relationships among young people. With the increasing use of digital technologies and platforms driven by AI algorithms, new forms of peer violence are emerging, particularly in online environments. The aim of this paper is to examine how artificial intelligence influences the occurrence, spread, and transformation of peer violence, as well as its potential for detection and prevention. The study is based on a sociological approach that explores the relationship between technology, social norms, and peer interactions. It is implied that the impact of artificial intelligence is dual in nature: it can represent a risk factor for new forms of peer violence, but also a significant instrument for its detection and prevention, provided that it is implemented within appropriate social and institutional frameworks.

Keywords: artificial intelligence, children, prevention, peer violence, education, family

* milica.tomasevic@pr.ac.rs

WHEN HOME BECOMES UNSAFE: THE IMPACT OF INTERPARENTAL VIOLENCE ON ADOLESCENTS IN EDUCATIONAL–THERAPEUTIC SETTINGS

Yaakov Reuven*
Independent researcher

This study examines adolescents residing in institutions of the Ministry of Welfare and Social Services due to criminal behavior or societal deviation, focusing on the impact of exposure to interparental violence. Using qualitative-archival research, data were coded from 605 personal files of at-risk adolescents institutionalized over two decades. Of these, 54.7% were exposed to interparental violence, while 45.3% were not. A comparative analysis assessed differences in personality traits, self-risk behaviors, offense types, and victimization history. Findings indicate that adolescents exposed to interparental violence exhibited lower interpersonal functioning and self-image, higher extroversion, increased suicidality, and greater involvement in unnoticed sexual behavior, substance abuse, and institutional escape. They committed more sex-, drug-, alcohol-, property-, and violence-related offenses and had higher exposure to parental inappropriate sexual behavior, abuse, and neglect, though no differences were found in experiences of sexual assault. These results suggest that growing up in a violent environment fosters internalization of negative behavioral patterns, impairing relationships and well-being. Early intervention and tailored support programs are crucial to mitigating these effects and reducing long-term harm.

* reuvenya@walla.com

FAMILY AI SOCIALISATION: INSIGHTS FROM HONG KONG

LEE Trevor Tsz-lok*
The Education University of Hong Kong, Department of Education Policy and Leadership, Hong Kong (People's Republic of China)

As AI becomes embedded in school curricula worldwide, sociologists face an important question: how do families, as primary sites of social reproduction, shape children's emerging AI competencies? While schools increasingly formalise AI education, the hidden curriculum of home-based AI socialisation remains largely untheorised. This qualitative study lays the groundwork for investigating how families navigate AI tools (e.g., ChatGPT) across socio-economic divides in Hong Kong. Drawing on semi-structured interviews with families with primary school children (aged 9–12), this study examines how families from different class backgrounds perceive, interpret, and engage with school-led AI learning at home. Using reflexive thematic analysis, the study generates preliminary insights into how social class, parental beliefs, and family norms shape children's AI learning, potentially reinforcing or disrupting existing inequalities. The study offers two contributions to the sociology of education. First, it extends social reproduction frameworks to AI socialisation, (re-)conceptualising family-based capital in rapidly digitising educational landscapes. Second, it surfaces policy-relevant tensions: as governments across the globe race to digitise education, whose knowledge counts, and which families are left behind? By centring the often-invisible AI socialisation at home, this study invites critical dialogue on how AI education risks deepening the very inequalities it purports to overcome.

Keywords: social inequalities, socialization, cultural capital

* ttllee@eduhk.hk; https://orcid.org/0000-0002-8081-720X

DESYNCHRONIZED LIVES, ON HOW TECHNOLOGY IS AFFECTING THE HEALTH AND WELLBEING OF PUPILS AND STUDENTS*

Daniel Gabaldón-Estevan**
Iván Lorente-Olivares***
Leila Alcañiz-Blázquez****
Ramón Domenech-Giménez*****
University of Valencia, Department of Sociology and Social Anthropology, Valencia (Spain)

Technological change has transformed the way humans inhabit the planet, interact with nature and with each other. Significant technological advancements, from the discovery of fire over a million years ago to the development of generative AI today, have profoundly impacted our lives. One particularly interesting development has been the invention and spread of electricity and lighting, which has caused us to become desynchronised with the natural light–dark cycle. This desynchronisation, which is often measured through social jetlag, can significantly impact adolescents due to their natural tendency to have a delayed sleep phase. This can result in headaches, drowsiness, fatigue, cognitive impairment, and metabolic and immunological dysregulation. It can also predispose individuals to mental health conditions such as depression, anxiety and bipolar disorder. Furthermore, newer technological devices such as smartphones and tablets can further disrupt students' sleep patterns by inhibiting melatonin production in the evenings. Conversely, technological advances in teaching methods over the last hundred years — from postal courses to multimedia, telematics and internet-based teaching, and now generative AI solutions — have made personalised learning possible for certain subjects and stages. However, there is a danger of not only further desynchronisation with nature, but also further disconnection from peers. In this paper, we argue that to create a resilient and sustainable education system, society must prioritise human needs. This means providing an education that considers students' biological rhythms and attention spans while allowing for full socialisation in person.

Keywords: Social Jetlag, Technological Change, Adolescent Sleep Patterns, Generative AI, Human-Centered Education

* The work is part of the 'Student chronotype (mis)match with school time organisation: its effects on health, learning, time use and satisfaction [Kairos]' project and has benefited for the following support: Grant PID2021-126846NA-I00 funded by MCIN/AEI/10.13039/501100011033 and CIACO/2023/120.
** Daniel.Gabaldon@uv.es; https://orcid.org/0000-0003-2086-5012
*** ilo4@uv.es; https://orcid.org/0009-0001-2320-5565
**** leimal@uv.es; https://orcid.org/0009-0006-3557-9448
***** ramon.domenech-gimenez@uv.es; https://orcid.org/0000-0001-5771-2541

HUMAN-AI CO-CREATION IN TEACHER EDUCATION: EXPLORING AI COMPETENCIES AND CREATIVITY DEVELOPMENT AMONG PRE-SERVICE TEACHERS

Assemgul Alsitova*
K. Zhubanov Aktobe Regional University, Department of Preschool and Primary Education, Aktobe (Kazakhstan)

The growing integration of artificial intelligence (AI) into educational settings highlights the importance of exploring the competencies necessary for effective Human-AI Co-Creation. While AI literacy is a growing area of research, how these multidimensional AI competencies relate to creativity development in future teachers is not yet fully understood. This study investigates AI literacy, AI self-efficacy, AI self-competency, and perceived creativity enhancement among pre-service teachers. Data were gathered from 121 students in teacher education programs at universities in Aktobe, Kazakhstan, using an adapted version of the Meta AI Literacy Scale (MAILS) extended to include items on creative AI use. Quantitative analysis involved reliability assessment, descriptive statistics, exploratory factor analysis (EFA), and a preliminary examination of relationships between variables. All constructs showed strong internal consistency. Furthermore, the EFA supported the adequacy of the measurement model and provided initial evidence for the construct validity of the instrument, suggesting that creative interaction with AI could potentially be viewed as an independent dimension. Early findings suggest tentative trends and potential links between AI competencies and perceived creativity enhancement during Human-AI collaboration. In particular, AI self-efficacy and broad cognitive components of AI competence show preliminary patterns that warrant further verification, while the role of practical skills remains open to discussion. Ongoing analysis aims to clarify the exact nature and stability of these relationships. Overall, this research offers exploratory empirical insights into measuring AI competencies, which may eventually help guide the design of teacher education programs focused on creative digital pedagogies.

Keywords: artificial intelligence in education, Human-AI Co-Creation, AI literacy, AI self-efficacy, creativity, pre-service teachers

* assemgul_alsitova@bk.ru; https://orcid.org/0000-0003-1869-0006

ICT TECHNOLOGIES AND FAMILY – THE CASE STUDY OF SERBIA

Jelena Petrović*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

It is well known that modern technology has great impact on everyday life, not only at individual level, also but at family level. This paper is dedicated to investigation on the usage of modern technologies in Serbian families. Specifically, the aim was to explore at what age different devices are given to the children in Serbian families. The sample consisted of 917 parents, 249 fathers and 668 mothers, from all over country: 195 of them lives in villages and 718 in the cities (380 in the capital). Data have shown that 43% of children have access to the computer, and most of them get it at the age of seven (23%); 56% of the children have the mobile phone, and most of them got it at the age of seven (28%); 44% of children have the smart watch, and most of them got it at the age of seven (49%). Additionally, 31% of the parents planned to get some of devices for younger children at the age 7-12. Also, according to the obtained data, it might be concluded that most of the parents perceive the age of seven as a turning point in the usage of devices. The reason for this, as well as the role of some socio-demographic variables (sex and level of education of the parents, place of residence, family income and parental experience with devices in the childhood) will be discussed in the paper.

Keywords: childhood, cultural capital, digital devices, education, safety of the children, speech and language disorders

* jelena.petrovic@uf.bg.ac.rs; https://orcid.org/0000-0002-5344-5770

CRITICAL THINKING DISPOSITION, MOTIVES FOR GENERATIVE AI USE, AND ACADEMIC ENGAGEMENT IN HIGHER EDUCATION: A MIXED-METHODS RESEARCH DESIGN

Mia Kostovska*
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Psychology Department, Skopje (North Macedonia)

The growing use of generative artificial intelligence (AI) in higher education raises not only psychological but also social and institutional questions: whether AI supports independent cognitive effort or substitutes for it, and how this varies across disciplinary cultures. This paper presents the design of an ongoing doctoral study examining whether critical thinking disposition predicts students' motives for using generative AI, and whether these motives mediate the relationship between critical thinking disposition and academic engagement. Motives are conceptualized through an expectancy-value framework: expectancy for success, attainment value, utility value, intrinsic interest, and willingness to invest effort in developing AI-related skills. It is hypothesized that critical thinking disposition predicts motives for AI use, that these motives predict academic engagement and mediate its relationship with critical thinking disposition, and that students from social and technical sciences differ in their AI-use motives, reflecting distinct disciplinary socialization and task demands. A mixed-methods design will be applied. The quantitative component will involve approximately 400 students from social and technical sciences, using the UF/EMI Critical Thinking Disposition Assessment, the Questionnaire of AI Use Motives (QAIUM), the University Student Engagement Inventory (USEI), and a descriptive AI-use module. Semi-structured interviews with 15–20 students will explore how AI is experienced in academic work: as support for learning and reflection or as a shortcut that replaces independent cognitive effort. The study aims to inform institutional guidelines and teaching practices supporting critical, responsible, and field-sensitive integration of AI in higher education.

Keywords: generative artificial intelligence, critical thinking disposition, AI-use motives, academic engagement, higher education, mixed-methods research

* kostovska.mia@gmail.com; https://orcid.org/0009-0002-2814-9491

ARTIFICIAL INTELLIGENCE AS A RESOURCE FOR PSYCHOLOGICAL SUPPORT: DEVELOPMENT PROSPECTS IN RUSSIA

Anastasiia O. Barg*
Perm State National Research University, Department of Sociology, Perm (The Russian Federation)

The integration of artificial intelligence (AI) technologies into health preservation highlights the question of user readiness to entrust algorithms with solving their psychological problems (RSF project №23-18-00480-П). According to the results of an all-Russian study (VCIOM survey, December 2025, n=3239), interaction with AI has become a daily occurrence for Russians: 73.0% of respondents share this experience, with 51.2% engaging weekly. In AI usage, utilitarian and leisure practices dominate: consultations and seeking advice (55.6%), entertainment (42.5%), and text generation (41.3%), while turning to AI for psychological help has become an established behavioral pattern for 10.7% of respondents. Among them, there is a virtual blurring of gender boundaries (9.8% men vs. 11.4% women), which allows us to consider AI as an accessible entry point into the mental health care system, which is still stigmatized in Russia, especially among male audiences. Age dynamics (Cramer's $V = 0.218$; $p < 0.001$) revealed a U-shaped trend in the use of algorithms to support mental well-being – from high demand among young people under 20 (35.9%) to a minimum of 3.2% among the 56–60-year-old generation. However, in the group over 66, a specific increase to 8.9% was recorded, indicating the technology's potential as a tool for compensating for social loneliness in old age. Thus, among internet users, AI is being transformed into an inclusive health-preserving resource, providing primary access to mental support for the most closed or socially isolated groups of the population.

Keywords: artificial Intelligence, psychological support, mental health care, health preservation, behavioral patterns, social loneliness, de-stigmatization

* an-bg@yandex.ru; https://orcid.org/0000-0003-2901-3932

AI AND SOCIAL WORK EDUCATION*

Olga I. Borodkina**
St. Petersburg State University, Faculty of Sociology,
Saint Petersburg (The Russian Federation)

AI is rapidly transforming many professional fields, including social work practice and education. This study focuses on the key aspects of reforming social work education in the context of AI development. In addition to a literature review and secondary data analysis on the research data, the main method employed was a survey of undergraduate students majoring in social work. The findings reveal two main directions for the use of AI:(1)integration of AI technologies into academic programs, which offers new opportunities for improving teaching methods and developing practical skills;(2)development and application of AI technologies in social work with various target groups, particularly older adults, children with special needs, and others. One of the main advantages of AI in social work education is the ability to analyze large amounts of data and identify patterns in social behavior. At the same time, the use of AI raises important ethical issues, related to data privacy, algorithmic bias, and the potential loss of human-centered communication. In conclusion, AI has significant potential to enhance social work education by making learning more accessible, efficient, and practical. However, the successful integration of AI requires a balanced approach that preserves the core human values of social work while embracing technological progress. The universities should adopt an eco-social framework, combining technological innovation with ethical principles and critical reflection of the interconnected impacts on people and the environment.

Keywords: AI, social work, innovation in education, digital technologies, ethical issues, eco-social approach

* The research was carried out in St. Petersburg State University with the financial support of the RSF, the project № 24-18-00542.
** oiborodkina@gmail.com; https://orcid.org/0000-0002-0936-5757

AGE AS A FACTOR IN THE PERCEPTION AND ACCEPTANCE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES

Andrey Lezhebokov*
North-Caucasus Federal University, Faculty of Psychology and Education, Stavropol (The Russian Federation)

The relevance of this study is determined by the growing impact of artificial intelligence on social practices and the need to understand age-related differences in its perception for effective technological implementation. An empirical survey was conducted among respondents of different age groups; the sample included participants with varying levels of digital competence, enabling the identification of age-related differences in attitudes toward artificial intelligence. The findings indicate that age is a significant determinant of AI acceptance, influencing cognitive attitudes, emotional responses, and behavioral strategies of interaction with digital systems. These differences are systemic and are shaped by digital socialization, accumulated life experience, and value orientations. Younger participants demonstrate higher acceptance, perceiving AI as a natural part of everyday life and showing readiness for active use, although often lacking critical assessment of risks. Older groups display more cautious and critical attitudes, associated with limited technological experience and stable professional frameworks, frequently expressing concerns about loss of control and transformation of familiar practices. Intermediate age groups show a balanced position, combining pragmatic evaluation of usefulness with reflective consideration of consequences. Overall, age-related characteristics should be considered in developing strategies for the implementation and dissemination of artificial intelligence technologies. Furthermore, the results highlight the necessity of differentiated educational and communicative approaches aimed at increasing technological literacy, reducing anxiety, and fostering informed trust among diverse age cohorts, thereby enhancing the overall effectiveness and sustainability of AI integration in contemporary society and supporting inclusive digital transformation across all population groups.

Keywords: age, artificial intelligence, technology acceptance, digital socialization, cognitive attitudes, socio-psychological characteristics

* leghebokov@yandex.ru; https://orcid.org/0000-0002-0495-2784

A SPECTRE IS HAUNTING SCHOOL LIBRARIES —THE SPECTRE OF AI

Aco Divac*
CoLAT, the City Academy Hackney, London (United Kingdom)

A school library functions as a well-established hub for literacy, academic achievement, and personal growth. Nurturing a love of reading, providing equitable access to diverse resources, and promoting critical information-literacy skills, school libraries have a crucial role in supporting both curriculum needs and emotional social development of students. Equally, of no less importance, it acts as a safe, inclusive, and neutral space for student wellbeing and independent study, socialising and interaction with wider community. School libraries exhibited great flexibility and adoptability in embracing impacts and challenges of new technologies. What impact of widespread presence of AI will have on future role and position of school libraries and librarians too? What will happen three types of reading often referred to us as the "3 R's ": reading for results; reading for recreation and reading for real life? This paper/presentation aims to critically reflect on impacts on traditional roles of school libraries facing arrival of AI in educational environment and also present existing practice and policies and strategies fronting AI challenges.

Keywords: learning hub, AI literacy, "non-classroom" space

* acodivac@hotmail.com; https://orcid.org/0009-0009-0435-8812

ARTIFICIAL INTELLIGENCE AS A FACTOR IN SHAPING CAREER-DECISIONS AMONG YOUTH

Jovana Šmigić*
University of Priština, in Kosovska Mitrovica, Faculty of Philosophy, Department of Sociology, Kosovska Mitrovica (Serbia)

Rapid technological advancement and the growing use of Artificial Intelligence (AI) tools are increasingly shaping young people's perceptions of the labor market and job security. This paper aims to examine how AI development influences career decision-making and choice of study-field among final-year high school students. The objective of the study is to determine the extent to which attitudes toward AI, as well as the perceived risk of job automation, influence the selection of study programs and professional aspirations, and to what extent students use AI tools as a source of career guidance. The research will be conducted using a quantitative survey on a sample of final-year high school students in Kosovo and Metohija. Data will be collected through a structured questionnaire assessing digital literacy, perceptions of technological change, and the use of AI in career-related decisions. The study is expected to provide insights into the role of AI in shaping career choices among young people and to point to the need for adapting educational policies and career guidance practices to ongoing technological changes.

Keywords: Artificial Intelligence, Final-Year Students, Career Decisions, Job Automation Risk, Career Guidance

* jovana.smigic@pr.ac.rs; https://orcid.org/0009-0002-9215-1609

DAY 3
26th September
PARALLEL SESSION 4

AI IN ART HISTORY EDUCATION: BETWEEN AUTOMATION AND INTERPRETATION

Iuliia Shustova*
Russian State University named after A. N. Kosygin, Moscow (The Russian Federation)

The rapid integration of artificial intelligence into education has significantly transformed approaches to teaching and learning in digital environments. In online education, AI tools demonstrate considerable efficiency in tasks such as structuring content, generating assignments, and evaluating textual responses. However, their application in humanities education, particularly in art history, raises important methodological questions. Art history is based not only on factual knowledge but also on visual analysis, interpretation, and the development of an individual perspective. These features make it difficult to fully formalize learning outcomes and rely on automated assessment tools. While AI systems can identify key terms, structural coherence, and factual accuracy, they often struggle to evaluate interpretative depth and contextual awareness. This limitation can be observed across widely used generative models, including GPT-based systems and other large language models, which tend to produce coherent but generalized interpretations of visual material. Their responses are based on patterns derived from datasets rather than on experience-based visual literacy. As a result, AI-generated interpretations often lack sensitivity to stylistic nuance and historical context. This paper examines both the potential and the limitations of AI in the design of online art history courses, based on a case study of an online course on the scenographic heritage of Konstantin Korovin. The findings suggest that AI effectively supports technical aspects of course design but remains limited in assessing subjective forms of knowledge typical for art history.

Keywords: artificial intelligence in education, art history education, online learning, visual analysis, analysis, practice-based learning

* aninamiko@yandex.ru; https://orcid.org/0009-0006-4434-6232

THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING PRE-VISUALIZATION AND PRACTICE IN ADVERTISING PHOTOGRAPHY: AN EXPERIMENTAL STUDY ON PHOTOGRAPHY STUDENTS USING ARTIFICIAL INTELLIGENCE TOOLS

Maryam M. Hassan*
October 6th University, Faculty of Applied Arts, Giza (Egypt)

This study examines the transformation in the creative process among photography students through the integration of artificial intelligence tools as partners in the pre-visualization stage. It is based on an applied experiment in which students translate their advertising ideas into textual prompts to generate reference images, then attempt to recreate these images photographically in the studio. The research analyzes the gap between mental visualization, AI-generated imagination, and realistic execution. It also measures the impact of AI on the quality of visual creativity, and evaluates whether AI outputs function as an inspirational model or a creative constraint. The findings contribute to a deeper understanding of AI as an intermediary tool in the creative process within art education contexts.

Keywords: photography, Pre-visualization, Advertising Photography, artificial intelligence, Art Education

* mhassan@adu.hr; https://orcid.org/0009-0003-7970-0631

JOURNALISM EDUCATION: THE PHENOMENON OF AI IN THE SOUND RECONSTRUCTION OF SOVIET RADIO BROADCASTING IN THE 1920S

Olga V. Tikhonova*
Mikhail B. Polyakov**
M. V. Lomonosov Moscow State University, Faculty of Journalism, Moscow (The Russian Federation)

This paper proposes a methodology for the documented sound reconstruction of Soviet radio broadcasting in the 1920s, based on locally deployed artificial intelligence models and specialized software tools. The relevance of the study is determined by the gap between the sonic nature of radio broadcasting and text-centred historiography: the body of sources on early Soviet radio is formed primarily by printed materials, whereas the acoustic dimension of broadcasting remains reconstructible only indirectly. The historical and theoretical basis of the study is provided by the works of T. M. Goryaeva, V. N. Ruzhnikov and A. A. Sherel, which examine the institutional development and expressive means of Soviet radio broadcasting, but do not propose a sound reconstruction of the broadcast environment. The technical component of the methodology comprises three levels. At the first level, a corpus of radio-programme texts is formed: digitisation and recognition are carried out using OCR systems (ABBYY FineReader, Tesseract), followed by corpus analysis with Python tools (pandas, pymorphy3). At the second level, a typical announcer voice of the period is modelled by means of local speech-synthesis systems: multilingual TTS models and voice-conversion technologies (RVC and analogous solutions), making it possible to vary timbre, tempo and articulation in accordance with the reconstructed style of reading. At the third level, the technical-acoustic receiving environment is modelled: the parameters of the transmitting and receiving chains are calculated in the LTspice circuit-simulation environment, after which frequency filtering, noise addition, nonlinear distortion and reverberation are sequentially applied to the synthesised signals in professional audio editors (Audacity, Reaper, iZotope RX). For the automatic transcription of historical recordings, a neural-network speech-recognition system from the Whisper family, deployed locally, is used. Scholarly verifiability is ensured through the introduction of a "reconstruction passport": a record specifying the source corpus, the set of software tools, model configurations and the degree to which the result is hypothetical, in accordance with international standards for work with sound heritage. The proposed methodology can be integrated both into historical media research and into university courses on the history of Russian radio journalism.

Keywords: artificial intelligence, radio broadcasting, USSR, 1920s, sound reconstruction, history of radio journalism, digital humanities

* tihonovao@list.ru; https://orcid.org/0000-0002-3348-4537
** mbpolyakov@gmail.com; https://orcid.org/0009-0000-8789-2635

THE EVOLUTION OF THE DOCTOR'S IMAGE IN TV SERIES AS A CHALLENGE TO MEDICAL EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE

Daria Mamonova*
Moscow Pedagogical State University, Institute of International Education, Moscow (The Russian Federation)

Modern medical education faces fundamental challenges driven by social anomie: the erosion of professional values and institutional trust, rising self-identity anxiety, and the accelerated mechanisation of production, including the implementation of artificial intelligence systems. The COVID-19 pandemic and the subsequent economic, political and social upheavals have intensified these processes, exposing post-COVID trauma and widespread professional burnout. Artificial intelligence calls into question the uniqueness of human labour in diagnosis and treatment. Thus, pedagogy is required to rethink the goals of medical training – towards developing competencies for symbiosis with AI algorithms and for ethical oversight. As the material for analysis, this article examines the evolution of the doctor's image in foreign medical TV series (*ER*, *House M.D.*, *Grey's Anatomy*, *The Pitt*; 1994–2025). TV series serve as a sensitive indicator of how the collective consciousness processes the crisis of the profession: from a confident team member to a brilliant anti-hero, a social activist, and finally a traumatised functionary immersed in electronic charts and post-COVID memories. This shift registers a gap between the media image being broadcast and the reality of the 'data operator', heightening anxiety about human replacement by machines. The article discusses the influence of cultural narratives on the professional identity of future doctors in the context of digital transformation.

Keywords: doctor's image, medical TV series, artificial intelligence, professional identity, digitalisation of healthcare, medical education

* mamonova.dasha@gmail.com

ARTIFICIAL INTELLIGENCE AND TRANSFORMATION OF THE LANGUAGE IMAGE

Yuliya Kholmanskikh*
Ural State University of Railway Transport, Department of Foreign Languages and Intercultural Communications, Ekaterinburg (The Russian Federation)
Tatiana Ostapenko**
Perm State Humanitarian Pedagogical University, Department of Romano-Germanic Languages and Cross-Cultural Communication, Perm (The Russian Federation)

The linguistic picture of the world, a core concept in cognitive linguistics, reflects reality through language as a tool for categorizing, conceptualizing, and preserving culture. AI technologies now enable systematic analysis of linguistic data, with several key consequences for language evolution. Firstly, generative AI based on large language models (LLMs) can help revitalize endangered languages through speech recognition systems, as demonstrated for Karelian and Kabardian. Nonetheless, AI predominantly trains on high-resource languages, disadvantaging minority languages. Techniques like transfer learning and *ab initio* language creation show AI can generate new linguistic systems, including emergent compositional languages with coherent syntax also allowing to make conclusions about universal morphophonological rules. Thus, AI can potentially create interlinguas. However, AI may present certain threats to linguistic diversity as it not only bridges language barriers but endangers minorities via predominant Anglo-centric character of LLMs. Even multilingual LLMs ultimately yield to monolingual English models. Recent analyses also show that AI-powered language models are capable of simplifying syntax and style across scientific and general discourse affecting its vocabulary, reducing lexical and semantic diversity while increasing general vague formulations, and co-authoring 150,000 articles yearly. However, it has been revealed that endangered languages resist these processes better due to limited commercial appeal and data scarcity. In total, AI exerts permanent descriptive, analytical, and functional influence on natural language. The consequences of the above-mentioned processes include both - the risks of cultural decay and cognitive manipulation as well as striving for linguistic non-conformism and individual style.

Keywords: artificial intelligence, linguistic worldview, low-resource languages, language evolution

* yussildah@gmail.com; https://orcid.org/0000-0003-0488-7596
** kvashtan@gmail.com; https://orcid.org/0000-0002-0637-8480

A SENSITIVE APPROACH OF AI IN ACADEMIC EDUCATION: PROFESSIONAL COMPETENCIES IN THE CHANGING REALITY

Ekaterina E. Ulanova*
Veronika V. Katermina**
Kuban State University, Romance-German Faculty, Krasnodar (The Russian Federation)

The research is devoted to determination of boundaries of effective and ethical AI usage in academic field. While recent years have seen an explosion of academic outcomes based on non-controlled AI usage among student community, there is still lack of understanding of how to use AI in education effectively and how to contribute to students' progress, cognitive development, and critical thinking at the same time. This research focuses on modern approaches to on-site and off-site classes of all-year learner groups of Foreign Languages Department and include methods of AI usage in professional disciplines such as Oral and Written Practice of the Foreign Language, Machine Translation & CAT-systems in Translation, Translation Ethics and Data Security. The research serves to create an applicable methodology of using AI systems in routine exercises for students' Personal Progress Scale, while privileging academic team's time for tailoring and enhancing students' critical thinking in academic performance. The study reflects the level of students' progress in lexico-grammatical exercises, and growth of their professional competencies gained from live interaction with academic team. The offline time is devoted to classes where students are taught the algorithms for Machine & AI Translation failures search, participate in professional role-plays, prepare Legal Certified Translations, and other activities that both challenge students' critical and creative thinking, and help them boost their positive experience in efficient usage of AI and ethical academic achievement. The results of the study enrich the understanding of the problem of AI usage in academic field and contribute to the in-depth study of AI impact on human cognitive activity.

Keywords: AI, academic education, critical thinking, cognitive activity, AI impact, generated text

* Ekaterina.edu.ulanova@inbox.ru; https://orcid.org/000-0003-0007-3683
** Katermina_v@mail.ru; https://orcid.org/0000-0001-9141-9867

INFLUENCE OF COGNITIVE STYLES ON THE FORMATION OF DIGITAL LITERACY AND RECOGNITION OF AI-GENERATED TEXTS IN THE EDUCATIONAL ENVIRONMENT

Maria Askerova*
Moscow City Pedagogical University, Psychology and Psycholinguistics of Speech Communication, Moscow (The Russian Federation)

The integration of artificial intelligence (AI) into the educational process is leading to revolutionary changes in students' mechanisms of social communication. A crucial aspect of digital literacy is the formation of specific psycholinguistic skills, in particular the ability to recognize automated speech patterns generated by AI. This study examines the problem of users' vulnerability to the speech influence of neural-network texts through the lens of individual cognitive styles (field dependence and field independence). Empirical research has shown that cognitive style acts as a critical filter in text processing: field-dependent students demonstrate high vulnerability to AI texts simulating empathy, mistakenly attributing to them the characteristics of a living person. At the same time, field-independent individuals successfully recognize structural AI patterns but are prone to the online disinhibition effect and aggressive communication. To address these problems within the sociology of education and pedagogy, a differentiated psychological-pedagogical model has been developed. It is based on the theory of the stage-by-stage formation of mental actions and aims to adapt students to new communicative realities: from dismantling the visual field of manipulation for field-dependent individuals to interactive reflection for field-independent individuals. The proposed model can serve as a foundation for developing new didactic and methodological tools in the era of widespread AI use.

Keywords: education and AI, digital literacy, psycholinguistic skills, cognitive style, automated speech patterns, socialization.

* mary.russova26@gmail.com; https://orcid.org/0009-0001-2070-3032

AI-ENABLED DIGITAL TWINS AND THE TRANSFORMATION OF INDUSTRY 5.0 SKILLS DEVELOPMENT: A UNIVERSITY–INDUSTRY LEARNING CASE STUDY

Charisios Achillas*
Richardos Ntones**
Maria Theodora Folina***
Dimitrios Aidonis****
International Hellenic University, Department of Supply Chain Management, Katerini (Greece)

This paper examines how AI-enabled digital twins can function as educational technologies for Industry 5.0 skills development through a university-industry learning case study. The study draws on the IndustriSphere Digital Twins project, which developed a digital twin environment for a composite manufacturing process, integrating real-time data acquisition, AI-based image processing, process monitoring, 3D visualization, augmented reality concepts, and sustainability-oriented indicators. Rather than approaching the digital twin solely as an industrial optimization tool, the paper focuses on its educational value; how complex production data and AI-generated process insights can be transformed into learning resources, training scenarios, and experiential activities for university students and early-career professionals. The case study analyzes the design of educational packages, online learning resources, seminars, and hackathon-based activities that introduced learners to digital twins, IoT monitoring, AI-supported process interpretation, AR-based microlearning, and sustainability assessment. The findings suggest that AI-enabled digital twins can support the development of technical, analytical, collaborative, and systems-thinking skills, while also strengthening university-industry knowledge transfer. The work results indicate that such environments are particularly relevant for Industry 5.0 education because they connect human-centered learning with data-driven industrial intelligence, enabling learners to understand not only how AI systems operate, but also how they reshape work, skills, and decision-making in advanced manufacturing. This research is supported by the "SUB1.1: Clusters of Research Excellence (CREs)" Programme under the National Recovery and Resilience Plan 'Greece 2.0'. The project is co-financed by the Hellenic State and the European Union (Project Code: ΥΠ3ΤΑ-0560952).

Keywords: AI-enabled digital twins, Industry 5.0, augmented reality, skills development

* c.achillas@ihu.edu.gr; https://orcid.org/0000-0001-5503-1777
** rntones@gmail.com
*** maryfolina@gmail.com
**** daidonis@ihu.gr

EDUCATION TODAY: EDUCATION FOR SKILLS OR VIRTUES

Nemanja Anđelković*
Dairy school with "Dr. Obren Pejić" student dormitory, Pirot (Serbia)
Đorđe Radovanović**
The Institute for Serbian Culture Priština–Leposavić (Serbia)

One of the heralds of the emerging new age, Francis Bacon, formulated the phrase "knowledge is power". This message is woven into the very foundations of the educational process that increasingly led humanity towards material progress but also spiritual decline. Behind the facade of modern progress and the brilliance of light that hid the true picture of reality, humanity was increasingly sinking into darkness. Under the guise of progress, man became less and less a brother to man, and more and more a wolf. Matter increasingly suppressed the spirit, we entered, as Justin Popović correctly states, "the world of atomic technology but jungle ethics". Does this mean that education has lost its true mission, as indicated by a school principal who survived a Nazi concentration camp and saw gas chambers designed and built by famous engineers... and who says: reading, writing, arithmetic are important only if they make our children more human. So does education today teach children to be more human? An analysis of education today, especially in the age of artificial intelligence that is slowly but surely creeping into every aspect of life, including education, indicates that the educational process is increasingly moving towards the development of skills and competencies, and less towards the development of virtues. The intention of this paper is to go in that direction, not to deny the importance of technical development in the educational process, but to point out its importance and responsibility in the development of spiritual virtues. Only education that develops both knowledge and virtues can respond to the challenges of modern society. Otherwise, there is a danger that technological progress will be accompanied by an even greater moral decline.

Keywords: education, technique-ethics, skill-virtue

* anemanja87@gmail.com; https://orcid.org/0000-0003-2968-252X
** djordje.radovanovic@pr.ac.rs; https://orcid.org/0000-0002-8266-4219

THE SOCIO-TECHNICAL ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Jovana Đonlić*
University of Novi Sad, Faculty of Technical Sciences, Novi Sad (Serbia)

This paper examines the growing presence of artificial intelligence (AI) in education and its possible implications for the (re)organization of teaching and learning. Rather than treating AI only as a tool that supports educational processes, the paper approaches it as part of a wider set of relations that may be reshaping education in contemporary digital settings. Drawing on Bruno Latour's Actor-Network Theory, the paper treats AI as one element within a network of human and non-human actors involved in educational processes. Within this perspective, technology is not understood as neutral, but as something that both shapes and is shaped by the relations in which it is embedded. Educational environments are therefore approached as socio-technical systems in which human and non-human elements jointly participate in organizing educational processes. Since actor-networks can in principle extend indefinitely, the paper uses the didactic quadrangle as a framework for provisionally delimiting the network under examination, focusing on the relations between teacher, student, educational content, and technology. This framework allows us to consider how AI may participate in educational interaction without reducing the discussion to a purely technical or purely pedagogical issue. Particular attention is devoted to understanding AI as a disruptive technology that may affect the production, selection, interpretation, and presentation of knowledge, as well as the distribution of roles and responsibilities in educational settings. In this sense, the paper considers how AI may unsettle existing pedagogical practices and contribute to the gradual reconfiguration of structural relations in contemporary digital education.

Keywords: artificial intelligence in education, Actor-Network Theory, didactic quadrangle, socio-technical systems, disruptive technology

* jovanadjonlic@uns.ac.rs; https://orcid.org/0009-0005-7467-0984

APPLICATION OF ARTIFICIAL INTELLIGENCE TOOLS IN PLANNING AND CREATING COURSE CONTENT WITHIN THE SUBJECT OF NATURE AND SOCIETY

Hana Karaahmetović*
Filduza Prušević Sadović**
University of Belgrade, Faculty of Education, Belgrade (Serbia)

The penetration of artificial intelligence into the sphere of education opens up many questions about the transformation of the teacher's role in the process of preparation and implementation of teaching. In classroom teaching, where adaptation and visualization of teaching content are the primary methodological imperative, an analysis of the real scope of these tools is necessary. The goal of this design-oriented study is to examine the possibility of applying artificial intelligence tools as support in planning and creating teaching content for the subject Nature and Society. The focus is on the process of moving from generic algorithmic answers to high-quality, pedagogically based teaching materials. The process of designing teaching content is realized through the integration of linguistic-generative models for text design and multimodal AI tools for material visualization. Special emphasis is placed on the analysis of the query formulation process and the necessary methodical transformation of the obtained results, which strives to establish consistency between the generated content and the cognitive development of students. Through concrete examples of teaching units, the work illuminates the potential of AI tools in improving the efficiency of teaching preparation and a greater degree of adaptation of content to the needs of students, while emphasizing the irreplaceable role of the teacher as a methodical filter. The concluding considerations offer an insight into the new role of the teacher as a creative methodological designer, whose professional intervention remains crucial for the pedagogical finalization of the material.

Keywords: artificial intelligence tools, teaching content, class teaching, methodical design

* hanakaraahmetovic@gmail.com; https://orcid.org/0009-0002-0104-9490
** filduza@yahoo.com; https://orcid.org/0000-0002-7479-6959

CHALLENGES AND LIMITATIONS IN THE DEVELOPMENT OF TEACHERS' DIGITAL COMPETENCIES IN NATURE AND SOCIETY TEACHING

Ajdina Župić*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

This paper analyzes the most significant challenges and limitations associated with the development of teachers' digital competencies in the teaching of *Nature and Society*. Possessing digital competencies represents one of the fundamental prerequisites for teachers' successful work within contemporary educational systems. The subject of the research is the analysis of challenges and limitations related to strengthening existing and developing new digital competencies among teachers in Nature and Society teaching. The study employed a survey research method conducted on a sample of 217 primary school teachers in the Republic of Serbia. The research findings indicate the existence of significant challenges and limitations related to the development of teachers' digital competencies. The most prominent challenges and limitations identified include insufficient levels of knowledge in the field of digital technologies and their application in teaching, technical and institutional barriers, pedagogical challenges, and a pronounced digital divide. A considerable number of teachers do not possess basic digital competencies, which highlights the need to devote particular attention to teacher education in the field of applying digital technologies in teaching. Based on the research findings, it is recommended to implement activities aimed at strengthening teachers' digital competencies through various professional development and training programs, as well as to establish institutional and technical prerequisites necessary for the effective use of digital technologies in Nature and Society teaching.

Keywords: digital competencies, teachers, primary school, Nature and Society, challenges and limitations, professional development

* ajdina.zupic@uf.bg.ac.rs; https://orcid.org/0009-0005-8183-5812

THE ADVANTAGES OF PUPPET ANIMATED BY ACTOR OVER AI- GENERATED IMAGERY OF PUPPET IN EDUCATION

Ana K. Milovanović*
University of Belgrade, Faculty of Education, Belgrade (Serbia)

The paper considers the specific values, potentials and advantages of puppet animated by actor in comparison to an AI- generated puppet as a didactic and methodological tool in education, especially of preschool children. Theoretical aproach to the puppet animated by actor and its specific pedagogical potentials (aesthetic, educational, therapeutic and developmental), as to complex issue of the terminological definition of AI-generated puppet are presented. The ontological research of AI- generated puppets is based on theory that animation of puppet is a sort of art of acting and on Vladimir Jevtović's theory of acting, according to which the full realization of Craig's ideas about the super-marionette in computer animation could lead to the abolition of the art of the acting. Considering that AI- generated puppets do not belong to the art of acting and that they are exactly AI- generated images of the concept of (analog) puppets, the paper's author proposes a new term for them - "AI-generated imagery" (AIGI) of puppet. They do not have metaphorical, metonymic and symbolic potentials and aesthetic function in education, and as children are not inclined to identify with them, they have not therapeutic function, too. Since materialization, spatial and tactile representation of puppet character is impossible with AIGI, its didactic function is also reduced, especially in the acquisition of initial mathematical concepts. It is concluded that because its specific values, potential and advantages over AIGI especially of preschool education, puppet animated by actor cannot be replaced by an AI- generated imagery of puppet.

Keywords: puppet animated by actor, AI-generated imagery (AIGI) of puppet, initial mathematical concepts, the art of acting, preschool children education, Vladimir Jevtović, Craig

* ana.milovanovic@uf.bg.ac.rs

EVALUATION OF AI-BASED ARTWORKS THAT SUPPORT SOCIETY'S UNDERSTANDING OF CULTURE AND VALUES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

Yücehan Yücesoy*
Independent Researcher, (Cyprus)

This study aims to evaluate AI-based art works that support society's understanding of culture and values within the context of sustainable development from a theoretical and multidimensional perspective. The starting point of the study is the idea that AI-supported artistic productions can be not only a field of aesthetic expression but also a functional tool for making cultural heritage visible, strengthening social memory, reinterpreting shared values, and spreading cultural awareness. Accordingly, the literature on sustainable development, culture, values education, digital creativity, and AI ethics has been comprehensively examined. The study is structured based on document analysis in line with a qualitative research approach. Within this scope, national and international literature, reports, and conceptual frameworks related to sustainable development, cultural policies, digital art, artificial intelligence ethics, and the transmission of social values were examined; the obtained content was evaluated thematically. As a result of the examination, it was observed that artificial intelligence-based art works can contribute to the reproduction of local cultural elements in the digital environment, increase the visibility of cultural diversity, support social belonging, and develop value-based creative narratives. However, it has been determined that risk areas such as algorithmic bias, problems of cultural representation, debates on authenticity, copyright and labor relations, and lack of ethical oversight should not be ignored. The study reveals that AI-based art productions have the potential to support society's understanding of culture and values in a way that is compatible with sustainable development goals; however, for this potential to be evaluated effectively, fairly, and in the long term, a human-centered approach, ethical responsibility, the protection of cultural pluralism, and consideration of social benefit are necessary. In this respect, the study offers a conceptual contribution to the relationship between artificial intelligence, art, culture, and sustainability, and prepares a theoretical foundation for future applied research.

Keywords: Sustainable development, AI-based art, cultural values, digital culture, art and ethics

* yucehanyucesoy235@gmail.com; https://orcid.org/0000-0001-8171-3130

THE "STUDENT-CENTAUR": COMMONS-BASED INTEGRATION OF ARTIFICIAL INTELLIGENCE IN EDUCATION?

Ioannis Farsaris*
Alekos Pantazis**
Yannis Pechtelidis***
University of Thessaly, Department of Early Childhood Education, Volos (Greece)

The widespread integration of artificial intelligence tools in education raises a paradox: while promising to enhance learning outcomes, it simultaneously threatens to atrophy the very cognitive processes that education is meant to cultivate. The uncritical delegation of mental tasks to algorithmic systems, from text composition to problem-solving, gradually weakens the students' reflective skills: the capacity for deep analysis, critical thinking, creative synthesis, and ethical judgment. This cognitive transference carries significant consequences for the students' intellectual development. At the same time, AI's inherent pathologies, false answers (hallucinations), the opacity of algorithmic decisions (black box) and embedded biases make the need for critically autonomous students increasingly urgent. This paper proposes an alternative pedagogical model: the Student-Centaur, shaped by the principles of the Commons. In ancient Greek mythology, the Centaur, half horse and half human, united the horse's strength and speed with the human's intellect and judgment. By analogy, 21st-century education should prepare students who can harness AI tools with competence, drawing speed, flexibility, and computational power from them, without surrendering their intellectual sovereignty. The Student-Centaur forms not in isolation, but within collective learning communities inspired by the Commons: shared knowledge governance, collaborative configuration and sharing of AI prompts, collective evaluation of algorithmic outputs, and transparency and solidarity in learning. Through these communal processes, students develop the capacity to detect biases, challenge opaque algorithmic claims, protect personal data, and respect intellectual property rights. They thus collectively resist cognitive atrophy, cultivating critical awareness, ethical judgment, and empathetic understanding, human skills no algorithm can replace.

Keywords: Artificial intelligence in education, cognitive atrophy, critical thinking, Centaur pedagogical model, educational commons, collaborative learning, human skills, commons-centered AI, algorithmic biases

* giannis.farsaris@gmail.com;
** alekos.pantazis@uth.gr; https://orcid.org/0000-0002-0904-4697
*** pechtelidis@uth.gr; https://orcid.org/0000-0002-1424-4597

FROM ALGORITHM TO ATTACHMENT: A NETNOGRAPHIC STUDY EXPLORING AI-HUMAN INTIMACY ON THE SUBREDDIT R/MYBOYFRIENDISAI

Shivani Keny*
BITS Pilani K.K.Birla Goa-campus, Zuarinagar, Goa (India)
Divya Ann Abraham**
BITS Pilani K.K.Birla Goa-campus, Zuarinagar Goa,
Department of Humanities and Social Sciences, Goa (India)

Conversational technologies including Virtual Companions, Chatbots have become key spaces to explore relationships with AI. This raises a query: how is love and companionship defined with AI? Are these relationships as real as human relationships? This study aims to identify common themes in how users describe their AI-human relationships and attempts to understand how they are framed in the language of love. The study employed netnography to analyze online data from the subreddit r/MyBoyfriendIsAI. Using the keywords relationship, love, and boyfriend, the top 30 most-engaged posts and their comments were thematically analyzed. The findings reveal a structured 4-step process involved in converting AI chatbot from algorithm to attachment. The first step begins by perceiving AI as more than artificial intelligence, an entity with cognition. Users interpret generic responses given by AI as emotionally meaningful. This sense of perceived reciprocity made interactions mutual. The second step included anthropomorphing AI into ideal and flawless partners. The third step includes affirming the attachment to the relationship. Conscious behavioural changes such as naming the partner, building a routine are incorporated. These led to building of heteronormative expectations from AI which is the fourth step. Users articulate clear expectations of care, loyalty, and responsiveness to AI partners. Strict custom instructions and consent framework are built to maintain stability in the relationship. The study discusses cognitive dissonance experienced when comparing AI boyfriend and human boyfriend. Elaborative discussion focuses on the efforts made by users to feel loved by AI exactly how they want.

Keywords: AI boyfriend, digital intimacy, algorithm, netnographic study

* Shinakeny@gmail.com; https://orcid.org/0009-0002-6911-9205
** p20240032@goa.bits-pilani.ac.in; https://orcid.org/0009-0004-9566-093X

THE SAFETY PARADOX: MAPPING CHILDREN'S ATTRIBUTION OF MIND AND SOCIAL AFFORDANCES IN HUMAN-ROBOT INTERACTION

Divya Ann Abraham*
BITS Pilani K.K.Birla Goa-campus, Zuarinagar Goa,
Department of Humanities and Social Sciences, Goa (India)

As humanoid robots are increasingly getting integrated into K-12 classrooms, critical questions arise regarding how a child's cognitive relationship with AI shapes their development. This study draws on semi-structured interviews with secondary school students in Kerala, India, who interact with IRIS, a culturally specific robot tutor, to investigate how AI illiteracy (the absence of foundational knowledge of programming limits) drives over-attribution of the mind. A dual framework of analysis using Affordance theory and Dennett's intentional stance is used to examine how IRIS's physical properties stimulate social affordances that children treat as genuine affective reciprocity. Interview data were analyzed using thematic analysis informed by attention to discursive strategies, which includes pronoun use, caretaking narratives, and formulations to identify patterns of social agent construction across varying degrees of AI literacy. Findings identify a "safety paradox" where students prefer the robots' impartial objectivity and infinite patience over human teachers, where they trust this stimulated emotional stability at the cost of ethical vulnerability. Discursively, the data reveal that even students with partial technical cognition remain trapped in the Intentional Stance, utilizing pronoun shifts and caretaking narratives that treat the robot as a 'moral patient.' The study demonstrates that AI literacy functions as a spectrum that moderates, but fails to eliminate the automatic social cognition recruited by an anthropomorphic design. The paper concludes that "Intentionality control" in HRI design, especially when designing tools for education, must move beyond propositional knowledge to address cognitive deceit in Child-robot interactions and to address the deeper cognitive mechanisms through which children construct robots as social agents.

Keywords: AI Illiteracy, Child-Robot Interaction, AI Ethics, Early Childhood Education

* p20240032@goa.bits-pilani.ac.in; https://orcid.org/0009-0004-9566-093X

FROM QUARANTINE TO ALGORITHMS: HEALTH, KNOWLEDGE, AND RISK IN THE GOVERNANCE OF EDUCATION

Dalibor Elezović*
University of Montenegro, Faculty of Philosophy, Nikšić (Montenegro)
Mitar Galjak**
Institute for Serbian Culture Priština – Leposavić, Leposavić (Serbia)

The growing use of artificial intelligence in education is often described as a major break with earlier forms of teaching and learning. This paper offers a different perspective by placing this development within a broader historical context. It suggests that some of the key characteristics of artificial intelligence in education, particularly those related to regulation, risk, and access to knowledge, can be better understood through comparison with earlier institutional practices. The paper focuses on quarantine systems in the early modern Adriatic, particularly in the Bay of Kotor and Dubrovnik. Drawing on archival sources, including public health regulations, health certificates, and administrative records, it demonstrates that these systems were designed not only to prevent the spread of disease but also to regulate the movement of people, goods, and information. Through such measures, quarantine played an important role in risk management and the construction of social relations, often creating unequal access and differential treatment among various social groups. Building on this historical example, the paper draws a comparison with the role of artificial intelligence in contemporary education. AI systems increasingly shape access to knowledge, guide learning processes, and classify users on the basis of data. In this way, they function as instruments for organizing and regulating educational practices. The paper does not argue that these two contexts are identical; rather, it highlights similarities in the ways institutions respond to risk by controlling flows, whether of people or of knowledge.

Keywords: Artificial intelligence in education, quarantine, archival research, early modern era, contemporary education

* dalibor.e@ucg.ac.me ; https://orcid.org/0000-0001-5427-4937
** mitargaljak@gmail.com

ACADEMIC MOBILITY IN THE ERA OF ARTIFICIAL INTELLIGENCE: AVAILABILITY OF STUDY PROGRAMS IN THE FIELD OF AI

Nena Vasojević*
Branislav Muškatirović**
Institute of Social Sciences, Center for Sociological and Anthropological Research, Belgrade (Serbia)

Globalization and the internationalization of higher education have contributed to the continuous growth of student academic mobility, which today represents one of the most significant forms of contemporary migration. Governments, universities, and various donor organizations actively encourage studying abroad through scholarship programs and international student exchanges. Parallel to these processes, the accelerated development of artificial intelligence (Al) and machine learning has led to a substantial increase in the number of study programs in these fields at universities worldwide. The growing demand for Al professionals has further stimulated students' interest in international education and specialized study programs. The aim of this paper is to analyze the availability of scholarships intended for students who wish to attend Al study programs outside their country of residence. Special attention is given to the identification of study programs and donors. Through a review and analysis of existing scholarship schemes, we examine how these scholarships promote international academic mobility and shape the accessibility of AI education for students from different countries. Our findings clarify the link between the expansion of AI study programs and international student mobility. In addition to theoretical contributions, the paper provides practical guidance for education policymakers, universities, and other stakeholders in planning and improving support programs for students interested in AI education and training.

Keywords: Academic mobility, study programs, Al, migration, scholarships

* nvasojevic@idn.org.rs; https://orcid.org/0000-0003-0131-1831
** bmuskatirovic@idn.org.rs; https://orcid.org/0009-0002-3178-6168

ISA RC04 MIDTERM CONFERENCE: EDUCATION AND AI
Book of Abstracts

Published by
International Sociological Association – Research Committee 04 Sociology of Education
University of Belgrade – Faculty of Education
Serbian Sociological Association
Institute for Political Studies, Belgrade

Executive publisher
University of Belgrade – Faculty of Education

For publisher's
Professor Marios Vryonides, the President od ISA RC 04 Sociology of Education, Nicosia
Professor Danimir Mandić, the Dean of Faculty of Education, University of Belgrade
Professor Sreten Jelić, the Preseident of Serbian Sociological Association, Belgrade
Miša Stojadinović, Principal Research Fellow, the Director of the Institute for Political Studies, Belgrade

Editors
Sofija Matović
Tamara Marković

Preprint
Jasmina Živković

Cover Design
Tamara Marković

Printed by
Planeta print doo, Beograd

Circulation
250

ISBN 978-86-7849-378-2 (ФОУВ)
ISBN 978-86-81319-24-6 (ССД)
ISBN 978-86-7419-455-3 (ИПС)

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд

371.4:004.89(048)(0.034.2)
37(048)(0.034.2)
37.091.3
004:371(048)(0.034.2)

ISA RC04 midterm conference Education and AI (2026 ; Belgrade)
Book of Abstracts [Електронски извор] / ISA RC04 midterm conference Education and AI, 24–26th September, 2026 Belgrade (Serbia) ; editors Sofija Matović, Tamara Marković. – Madrid : International Sociological Association – Research Committee 04 Sociology of Education ; Belgrade : Faculty of Education of University : Serbian Sociological Association : Institute for Political Studies, 2026 (Belgrade : Planeta print). – 1 електронски оптички диск (CD-ROM) : текст ; 12 cm

Системски захтеви: Нису наведени. – Насл. са насловног екрана. – Насл. на другом насловном екрану: Book of abstracts. – Тираж 250. – Напомене уз текст. – Summaries.

ISBN 978-86-7849-378-2 (FEUB)
ISBN 978-86-81319-24-6 (SSA)
ISBN 978-86-7419-455-3 (IPS)

а) Вештачка интелигенција -- Образовни аспект -- Апстракти
б) Образовни системи -- Апстракти в) Информационе технологије -- Образвање -- Апстракти

COBISS.SR-ID 200778249

Republic of Serbia

MINISTRY OF SCIENCE,
TECHNOLOGICAL DEVELOPMENT
AND INNOVATION

Republic of Serbia

MINISTRY OF EDUCATION

Republic of Serbia

Ministry of Information
and Telecommunications