

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



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AGENDA for ISA RC04 Midterm Conference:
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24–26th September, 2026
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EDUCATION IN ARTIFICIAL INTELLIGENCE OR ARTIFICIAL INTELLIGENCE IN EDUCATION: SOCIOLOGICAL APPROACH

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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

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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 of ISA RC 04 Sociology of Education,
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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 (ΦΟΥΒ)

ISBN 978-86-81319-24-6 (CCД)

ISBN 978-86-7419-455-3 (ИПЦ)