

ISA RC04 MIDTERM CONFERENCE “EDUCATION AND AI” HELD IN BELGRADE

“Education and AI”, the midterm conference of the International Sociological Association Research Committee *Sociology of Education* dedicated to the sociological aspects of the development and application of artificial intelligence in education, was held in Belgrade from 24 to 26 September 2026. The conference was organized by the ISA Research Committee RC04 – Sociology of Education, while the local organizers were: the University of Belgrade – Faculty of Education - Centre for Robotics and Artificial Intelligence in Education (CRAIE), UNESCO IIOE Serbia National Centre, in cooperation with the Serbian Sociological Association, the Serbian Academy of Education, and the Institute for Political Studies, Belgrade. This is the first time that the organization of such a significant world ISA RC conference has been entrusted to Serbia and the Serbian Sociological Association, with participating co-organizers.

During the three-day conference, researchers from different countries and academic backgrounds presented their work addressing the impact of artificial intelligence on education, the teaching profession, academic work, and the position of pupils and students. Particular attention was devoted to generative artificial intelligence, academic ethics and integrity, digital inequalities, critical thinking, changes in the role of teachers, AI literacy, human–machine relations, as well as the opportunities and risks associated with the use of AI in education.

The conference opened with a presidential speech by Professor Marios Vryonides, Chair of ISA RC04, entitled *Education and AI: A Sociological Agenda for the Sociology of Education* and welcoming remarks by representatives of the organizers and institutions that supported the conference. This was followed by numerous plenary and parallel sessions held over the next two days. A particular significance of the conference lies in the fact that artificial intelligence was examined not only from the perspective of technological innovation, but also through the broader questions of social inequalities, trust, responsibility, culture, education policies, and the future of education.

The conference brought together a large number of research contributions and opened up questions that, given the rapid development of artificial intelligence, will remain important for the sociology of education and the broader social sciences in the years to come. Some of the presentations argued for the need to establish the *Sociology of AI*, as a sociological discipline, which would study the above and other issues from a sociological perspective.