



Organise

The First National Conference on

Artificial Intelligence and the Future of Educational Research in Higher and Teacher Education: Methodological, Ethical, and Human Dimensions

28-29 April 2026



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CONFERENCE OBJECTIVES

- 1 To examine how artificial intelligence is reshaping research practices, methodologies, and knowledge construction in higher and teacher education.
- 2 To critically reflect on the methodological, ethical, and human implications of AI integration in educational research, with particular attention to issues of responsibility, validity, and accountability.
- 3 To explore how human creativity, intuition, empathy, and professional judgement can be preserved and meaningfully integrated within AI-supported research and teacher education.
- 4 To identify strategies, frameworks, and best practices for responsible and equitable AI governance in education, ensuring quality, access, sustainability, and human development.
- 5 To foster national and multidisciplinary dialogue among Algerian educators, researchers, policymakers, and students on the present and future role of AI in educational research and teacher education.

CONFERENCE THEMES

- 1 Methodological Innovations and Challenges in AI-Driven Educational Research
- 2 Ethical Dimensions of Artificial Intelligence in Education
- 3 Human and Pedagogical Dimensions of AI Integration
- 4 AI in Language Education and Teacher Training
- 5 Policy, Equity, and the Future of Educational Research in the AI Era

IMPORTANT DATES

- 1 Deadline for abstract submission:
10 March 2026
- 2 Notification of acceptance:
22 March 2026
- 3 Deadline for full paper submission:
18 April 2026

Form of submission: Abstracts should be submitted via the following email address:

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CONFERENCE RATIONALE

Artificial Intelligence (AI) has rapidly evolved into a transformative force across different domains, including education. The development of AI technologies, from machine learning and natural language processing to generative systems such as ChatGPT, has begun to redefine how knowledge is produced, analysed, and disseminated. In the field of educational research, AI is not merely offering new research tools; it is also reshaping fundamental conceptions of learning, teaching, and human intelligence (Luckin, 2018; Holmes et al., 2022).

Across the world, universities and research centres are increasingly embracing AI-generated tools for a number of uses, including data analysis, automated feedback, and plagiarism detection. These innovations have significantly enhanced the efficiency of the research process and broadened the methodological scope of contemporary research. As Selwyn (2019) notes, such technologies hold considerable potential to render educational research more evidence-based, data-informed, and globally connected.

However, this technological revolution rises challenging methodological, ethical, and human issues that call for deep academic reflection. Methodologically, the growing use of AI in research invites teachers, students and stakeholders to rethink how knowledge is produced and validated in data-driven contexts. It raises important questions about validity, reliability, transparency, and the extent to which automated systems should interpret human behaviour and learning outcomes, which necessitate the development of robust, AI-augmented research designs (Christou, 2025).

From an ethical standpoint, the growing dependence on AI tools raises significant concerns regarding authorship, data privacy, and academic integrity. Teachers, students, and educational stakeholders are increasingly utilizing these tools to generate lectures, essays, articles, and even books. This challenges conventional notions of originality and intellectual ownership, highlighting the need for ethical frameworks that address bias, ensure responsible data use, and promote educational research accountability and objectivity (Al-Zahrani, 2024; Li, 2025; Nguyen, 2022; Vashistha, 2025).

Equally important is the human dimension of AI integration. Education has long been understood as a human endeavour grounded in empathy, creativity, and ethical judgment, rather than the mere transmission of information (Noddings, 2012).

The rapid spread of AI can be threatening, as it risks sidelining these human values. Teachers and researchers are no longer simply transmitters or analysts of information; they are becoming mediators between human and machine intelligence (Holmes et al., 2021). This shift raises critical questions about identity, autonomy, and creativity, which underscores the need to ensure that AI serves as a co-pilot to human judgement, not a replacement (Holmes et al., 2021; Knox et al. (2020); Perrotta & Selwyn, 2020).

Within the Algerian context and beyond, this debate gains particular importance, as universities and teacher education institutions increasingly integrate digital technologies and experiment with artificial intelligence for language learning, assessment, and research (Abdelkader, 2025; Youcef, 2024). Despite this rapid uptake, systematic reflection on the ethical, methodological, and pedagogical implications of these practices remains limited. What is needed is a sustained, national conversation among educators, researchers, and policymakers so that AI is governed in ways that advance educational quality, promote equity of access and opportunity, and support human development rather than undermining it.

Therefore, The Research Laboratory on Language Didactics at Messaoud Zeghar Teacher Education College of Setif, Algeria, is organizing the first national conference on "Artificial Intelligence and the Future of Educational Research in Higher and Teacher Education: Methodological, Ethical, and Human Dimensions." This event aims to provide a multidisciplinary platform for teachers, students, and researchers to critically examine the growing relationship between AI and educational research. It also seeks to promote discussion on how AI can both challenge and enrich existing research paradigms, and how methodological rigour, ethical accountability, and human-centred approaches can be maintained in this increasingly digital academic world.

