ИНСТИТУТ МЕЖДУНАРОДНЫХ ЭКОНОМИЧЕСКИХ СВЯЗЕЙ

SLOBOMIR P UNIVERZITET BANJA LUKA

КЫРГЫЗСКО-РОССИЙСКИЙ СЛАВЯНСКИЙ УНИВЕРСИТЕТ

INFORMATION LETTER

The Autonomous Non-Commercial Organization of Higher Education **"Institute of International Economic Relations"** (IMES) invites you to take part in the international roundtable on the topic:

"Digital Technologies and Artificial Intelligence in Education: Current Trends, Ethical Challenges and Practical Solutions"

The roundtable will be held **on 8 December 2026 at 14:00 at Moscow, Mosfilmovskaya Street, 35, Room 406, in a hybrid format.**

Conceptual framework

The relevance of digital technologies and AI in education is determined by the transition from auxiliary tools to "partnership" and new educational paradigms. In the Russian context, this unfolds along three interconnected lines: from "tool" to "partner," the formation of ethical and regulatory frameworks, and practice-oriented implementation of AI in the educational process and teacher training. At their intersection arises the key problem of the roundtable — how global trends become workable local solutions that preserve the human dimension of education, and Russian experience represents a productive platform for this.

Partners of the Roundtable:

1. Slobomir P University (Bosnia and Herzegovina, Banja Luka)
2. Interstate Educational Organization of Higher Education "Kyrgyz-Russian Slavic University named after the First President of the Russian Federation B.N." (Kyrgyzstan, Bishkek)

Proposed questions for discussion:

1. From "tool" to "partner": the changing role of digital technologies and AI in education:
   - What does "partnership" with digital technologies and AI mean for teachers, students, and schoolchildren: which pedagogical functions can be delegated to algorithms and platforms, and which must remain with humans?
   - How do digital platforms, adaptive systems, and generative models change the nature of learning activity, and what happens to students' motivation, autonomy, and critical thinking?
   - Are Russian teachers and educational organizations ready to perceive digital technologies and AI as a partner, and not merely as a technical tool?

- What new educational paradigms are emerging at the intersection of human and machine intelligence and digital environments, and how applicable are they in Russian practice?
- How do digital technologies change the roles of participants in the educational process, and what does this mean for the professional identity of the teacher?

2. Ethics and regulation: frameworks of trust:
   - What ethical principles should underlie the use of digital technologies and AI in education, and how should they be enshrined — through local university codes, professional standards, or federal regulation?
   - How can transparency, human-centeredness, and verifiability of sources be ensured when using digital platforms, learning analytics, and AI tools?
   - How can the decline in students' cognitive abilities and motivation be prevented amid the widespread use of digital and AI tools?
   - How can the gap between students' everyday use of digital technologies and the cautious attitude of society and some teachers be overcome?
   - What legal and ethical challenges arise in digital assessment of knowledge, authorship of academic work, protection of personal data, and the use of learning analytics?
   - How can digital inequality be regulated and equal access to educational technologies be ensured for different groups of learners?

3. Practice-oriented approach: what works in the Russian context:
   - Which specific practices of implementing digital technologies and AI in the educational process have already proven effective in Russian universities and schools?
   - How can teaching staff be prepared to work with digital platforms, learning analytics, and AI, and by what criteria should the readiness of a school or university for such implementation be assessed?
   - How can data-driven management and learning analytics be used without substituting algorithmic decisions for pedagogical ones?
   - Which solutions allow global digital technologies and AI to be adapted to Russian educational traditions, norms, and local context?
   - How do digital technologies — platforms, VR/AR, gamification, mobile learning — affect engagement and educational outcomes, and which of them actually work?
   - How can the effect of implementing digital technologies and AI be measured — by academic performance, engagement, teaching quality, or long-term educational outcomes?
   - How can synergy between digital tools, pedagogy, and administration be built into a single educational ecosystem?

Key idea of the roundtable

Digital technologies and artificial intelligence have ceased to be auxiliary tools and are becoming a partner and catalyst for new educational paradigms. In the Russian context, this transition unfolds along three interconnected lines — from "tool" to "partner," the formation of ethical and regulatory frameworks, and practice-oriented implementation — and it is at their intersection that the main question arises: how global trends of digitalization and AI become workable local solutions that preserve the human dimension of education. Russian experience, with its strong pedagogical tradition, active state agenda, and rapid institutional experimentation, represents a particularly productive platform for seeking answers to this question.

Goal of the roundtable

To unite the efforts of researchers, teachers, methodologists, industry representatives, and learners to comprehend how digital technologies and AI are transforming education; to identify

the ethical, regulatory, and practical challenges of their application; to exchange working practices and approaches that allow global technologies to be adapted to Russian educational traditions, norms, and local context; and to move closer to understanding the role education plays in turning global trends into local solutions that preserve the human dimension of learning.

Target audience and format
The roundtable invites teachers, methodologists, heads of educational programs, researchers in the field of education, digital technologies, and artificial intelligence, specialists in learning analytics and digital didactics, as well as postgraduate students and young researchers.

The roundtable will be held on 8 December 2026 at 14:00 in a hybrid format — on-site and online (Moscow, Mosfilmovskaya Street, 35, Room 406).

Working language — English.

The format assumes a live discussion, short statements (up to 7 minutes), and a Q&A session with respondents.

Moderator
Evgeny V. Usachev — Senior Lecturer, Department of Foreign Languages, Moscow Institute of Physics and Technology (National Research University); Head of the "Artificial Intelligence" Section of the Department; researcher in neural networks; author and instructor of continuing professional development courses on the application of artificial intelligence in science and education; speaker at Russian and international conferences.

Organizing committee contacts:
Elena S. Lobuteva (Senior Lecturer, Deputy Head of the Department for Educational Work and Youth Policy, Head of the Foreign Languages Section) – lobuteva@imes.su

We invite you to join the roundtable to exchange experience and together determine how digital technologies and AI can serve education rather than replace it!