



UNIVERSITY OF LAGHOUAT - ALGERIA

SOCIAL EMPOWERMENT JOURNAL

ISSN: 2676-234X / E-ISSN: 2716-9006

ARTIFICIAL INTELLIGENCE IN EDUCATION
REALITY AND AMBITION



| Vol 8 No 4 (October 2026) OPEN  ACCESS

journals.lagh-univ.dz/index.php/sej
Published by Laghouat University Press

INDEXED IN
 DOAJ



Social Empowerment Journal

ISSN: 2676-234X / E-ISSN: 2716-9006

Social Empowerment Journal (ISSN 2676-234X / E-ISSN 2716-9006) an international, **peer-reviewed, open-access** academic journal published quarterly (**March, June, September, December**) by the Laboratory of Social Empowerment and Sustainable Development in the Desert Environment, Faculty of Social Sciences – Amar Telidji University of Laghouat, Algeria. The journal publishes original and innovative research in social sciences, humanities, and economic studies, accepting manuscripts in both Arabic and English to promote inclusive academic exchange. Available in print and electronic formats, it provides free, unrestricted online access to all content without submission or **processing fees**. The journal follows a rigorous **double-blind peer-review** process to ensure high scientific standards and academic integrity. All articles are licensed under the **Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0)**, allowing non-commercial sharing and reuse with proper attribution.

Covered Fields

- ⇒ **Social Sciences:** Sociology, Psychology, Education, Political Science, Anthropology, Demography, Communication and Media, Human Geography, Law.
- ⇒ **Humanities:** Philosophy, History, Languages and Literature, Archaeology, Religious Studies, Arts, Logic.
- ⇒ **Economic Sciences:** Theoretical and Applied Economics, Econometrics, Development Economics, Islamic Economics, Finance, Environmental Economics, Health and Education Economics.
- ⇒ **Cross-cutting and Digital Transformation:** Artificial Intelligence, Data Analytics, Interdisciplinary Studies in Social, Human, and Economic Contexts.

Languages of Publication: Arabic and English, Spanish, and French.

Publication Charges: Free

Article Processing Charges (APCs): No

Submission Charges: No

The journal's scientific slogan:

A Multidisciplinary Review of Social Progress and Community Dynamics



Social Empowerment Journal
ISSN: 2676-234X / E-ISSN: 2716-9006

Editor -in- Chief:

Prof. Ali BOUKHALKHAL

Email: ali.boukhalkhal@lagh-univ.dz

Editorial Secretariat:

Dr. Naim Bouamoucha

Dr. Sid ahmed BENLAHBIB

Dr. Hadj Aissa ZAIDI

Publisher: University of Laghouat Amar TELIDJI

ROR Identifier: <https://ror.org/018bbh535>

Address:

37G Ghardaia Road – Laghouat, 03000 Laghouat - Algeria

Publisher Website: <http://journals.lagh-univ.dz/>

Contact Email: journals.admin@lagh-univ.dz

Journal Website

<https://asjp.cerist.dz/en/PresentationRevue/644>

<http://journals.lagh-univ.dz/>



ASJP
Algerian Scientific Journal Platform





Editorial Board (SEJ)

International Editorial Board

Ali Boukhalkhal

*Professor of Sociology and Demographic Studies
Department of Social Sciences - Faculty of Social Sciences
University Amar Telidji of Laghouat, Algeria
Email: ali.boukhalkhal@lagh-univ.dz*

Denis Legros

*Professor of Psychology
Department of Psychology
Université Paris 8 Vincennes–Saint-Denis, Saint-Denis, France
Email: legrosdenis@yahoo.fr*

Ali Lutfe Ali Qashmar

*Doctor of Psychology
Department of Psychology, Faculty of Humanities
Al-Istiqlal University, Jericho, Palestine
Email: alilutfe@gmail.com*

Abderrahmane Djaballah

*Professor of Accounting Sciences
Department of Accounting Sciences
University of Quebec in Outaouais (UQO), Gatineau, Canada
Email: abderrahmane.djaballah@uqo.ca*

Ashraf Alam

*Professor of Education
Indian Institute of Technology Kharagpur, India
Email: ashraf_alam@kgpian.iitkgp.ac.in*

Zakariya Belkhamza

*Professor of management information systems
Department of Computer Information Systems
Ahmed Bin Mohammed Military College, Doha, Qatar
Email: zbelkhamza@abmmc.edu.qa*

Zineb Ali-Benali

*Professor of Professor of Francophone Literatures
Université Paris 8 Vincennes–Saint-Denis, Saint-Denis, France
Email: zinebbenali@yahoo.fr*

Fahri Özsungur

*Professor of Management & Strategy and Social Work
Department of Labor Economics and Industrial Relations - Faculty of
Economics and Administrative Sciences*

Mersin University, Mersin, Turkey
Email: fahriozsungur@mersin.edu.tr

Mounia Benabdallah
Professor of Financial Economics
University of Toulon, Toulon, France
Email: mounia.benabdallah@univ-tln.fr

Ömer İshakoğlu
Professor of Language and Linguistics
Department of Arabic Language and Literature, Faculty of Literature
Istanbul University, Istanbul, Turkey
Email: omer.ishakoglu@istanbul.edu.tr

Rabah Saddek
Professor of Media and Communication Studies
Department of Media and Communication Studies
Qatar University, Doha, Qatar
Email: saddekr@gmail.com

Abdelrazek Wahba
Professor of Civil Law
Department of Law
Jeddah International College (JIC), Jeddah, Saudi Arabia
Email: abdelrazeksayed10@gmail.com

Telma Pereira
Professor of Sociolinguistics
Fluminense Federal University (UFF), Brazil
Email: telmaperieria@gmail.com

Salem Aboulqasim
Professor of Sociology
Al Marqab University, Libya
Email: dr.salemking@gmail.com

Arsène Elongo
Professor of Language Sciences and Letters
Faculty of Letters, Arts and Human Sciences, Marien Ngouabi University,
Congo Brazzaville
Email: arsene.elongo@umng.cg

Muhammad Yunus Anis
Professor of Linguistics (Arabic Literature)
Faculty of Cultural Sciences, Universitas Sebelas Maret, Indonesia
Email: yunus_678@staff.uns.ac.id

Ashraf Salih Mohamed Sayed
Professor of Medieval History and Heritage
Faculty of Arts and Humanities, Averroes University, Netherlands
Email: ashraf-salih@hotmail.com

Marta Zubiaur Gonzalez
Professor of Physical Education and Sport
Universidad de León, Spain

Email: mzubg@unileon.es

Maria Pescaru

Professor of Education Sciences

Department of Education Sciences, National University of Science and Technology Politehnica Bucharest, Pitești University Center, Romania

Email: mariapescaru@yahoo.com

Dinesh Kumar

Assistant Professor of English

Department of English, Dyal Singh College Karnal, India

Email: dineshkarnal1@gmail.com

National Editorial Board

[Benziane Roucham](#)

Professor of Management

University of Bechar, Algeria

[Mebarka Bedarnia](#)

Dr of Spanish Language

University of Laghouat , Algeria

[Benchaa Birane](#)

Professor of Sociology

University of Laghouat , Algeria

[Ahmad Benchin](#)

Professor of Sociology

University of Laghouat , Algeria

Special Issue
Artificial Intelligence in Education: Reality and Ambition

Contents

Pages	Article Title and Author (s)	No
-	Editorial: Artificial Intelligence in Education: Reality and Ambition <i>Ali Lutfe Ali Qashmar, Lead Editor, Special Issue</i> <i>Al-Istiqlal University, (Palestine)</i>	-
13 - 04	Preface AI in Digital and Applied Humanities: Reconfiguring Knowledge, Learning, and Human Agency <i>Ouahmiche Ghania, University of Oran2 Mohamed Ben Ahmed, (Algeria)</i> <i>Bouguebs Radia, ENS Assia Djebar Constantine, (Algeria)</i>	1
25 - 14	AI in Digital and Applied Humanities <i>Zahra Sadat Roozafzai, University of Applied Science and Technology Tehran, (Iran)</i>	2
49 - 26	Students' Engagement with Generative AI in Higher Education: A Mixed-Methods Study <i>Iffat Naomee, Institute of Education and Research (IER), University of Dhaka, (Bangladesh)</i> <i>Sourav Hasan, Institute of Education and Research (IER), University of Dhaka, (Bangladesh)</i>	3
71 - 50	Making metacognition visible: AI-generated learning clues as signals of self-regulation and competence <i>Bluma Alex, Independent Researcher, (France)</i>	4

81 - 72	<p><i>Will Generative Artificial Intelligence-Generated Knowledge Contribute to the Junkification of Science, and Does it have Intrinsic Commercial Value?</i></p> <p><i>Jaime A. Teixeira da Silva, Independent researcher, (Japan)</i></p>	5
97 -82	<p><i>Are African Teachers Ready for Artificial Intelligence? Decomposing Teacher Competencies and the Role of Initial and In-Service Training: Evidence from PASEC</i></p> <p><i>Houngpodoté Hilaire, PASEC/CONFEMEN, (Sénégal)</i></p>	6
139- 98	<p><i>From Automation to Educational Value: A Conceptual Framework for Human–AI Co-Learning in Education</i></p> <p><i>Rohit Gupta, Faculty of Physics (PGT), Cambridge International School, (India)</i> <i>Rahul Gupta, Faculty of Physics (PGT), Goenka Public School, (India)</i></p>	7



Editorial

Artificial Intelligence in Education: Reality and Ambition

Artificial intelligence (AI) has moved from the margins of educational innovation to the center of debates about how knowledge is produced, taught, assessed, and applied. Yet the significance of this transition cannot be measured by the sophistication of algorithms or the speed with which institutions adopt new tools. The more consequential question is whether AI can advance the fundamental purposes of education: meaningful learning, intellectual independence, human development, and equitable opportunity. It is within this critical space between technological reality and educational ambition that we introduce this special issue, Artificial Intelligence in Education: Reality and Ambition.

The current landscape offers genuine possibilities. Intelligent tutoring systems, adaptive learning environments, generative feedback, automated assessment, and learning analytics can make educational support more responsive and accessible. At the same time, their growing use exposes unresolved concerns about the reliability of machine-generated content, student data privacy, algorithmic bias, academic integrity, unequal digital access, and the preparedness of teachers and institutions. These tensions invite us to move beyond the binary of enthusiasm and resistance. AI should neither be celebrated as an automatic solution to educational challenges nor dismissed as inherently incompatible with authentic learning. Its value depends on the pedagogical, ethical, and institutional conditions under which it is introduced.

The contributions brought together in this issue illuminate these conditions from complementary disciplinary and geographical perspectives. Zahra Sadat Roozafzai examines AI in digital and applied humanities, drawing attention to the ways algorithmic mediation influences interpretation, scholarly temporality, and ethical responsibility. Her conceptual analysis reminds us that computational assistance does not eliminate the need for human judgment, contextual understanding, or critical scrutiny of sources. From a different vantage point, Iffat Naomee and Md. Sourav Hasan investigate university students' engagement with generative AI in Bangladesh. Their mixed-methods study identifies a productive but uneasy relationship with these tools: students recognize their practical benefits while expressing concern that immediate gains in efficiency may come at the expense of creativity, critical thinking, and independent problem-solving.

The question of what learners actually develop when they interact with AI is further explored by Alex Bluma, whose exploratory work examines how AI-generated learning clues may render metacognitive self-regulation more visible. By focusing on learners' capacity to monitor, evaluate, and revise their own reasoning, this contribution shifts attention from the availability of answers to the quality of the learning process. That shift also raises a parallel concern for academic publishing. Jaime A. Teixeira da Silva offers a critical commentary on the possibility that AI-generated content may intensify the circulation of low-value scholarly work. His intervention underscores the continuing responsibility of authors, reviewers, and editors to safeguard originality, substantive contribution, and trust in academic knowledge.

Institutional capacity is equally decisive. Drawing on large-scale teacher assessment data from Francophone African education systems, Houkpodoté Hilaire demonstrates the importance of professional knowledge, qualifications, and continuing development as foundations for AI readiness. Importantly, the analysis assesses conditions that may enable meaningful AI integration rather than directly measuring teachers' use of AI. Rohit Gupta and Rahul Gupta extend this institutional conversation through a conceptual framework for human–AI co-learning, emphasizing personalization, reliability, human agency, equity, and learning authenticity. Their proposed framework invites educational institutions to evaluate AI not by the volume of tasks it automates, but by the quality of educational experiences it helps create.

Taken together, these contributions suggest three principles for responsible progress. First, pedagogy must lead technology: educational objectives should determine when and how AI is employed, not the reverse. Second, human agency must remain central. Teachers retain responsibility for professional judgment and relational care, while learners must continue to exercise inquiry, reflection, creativity, and intellectual autonomy. Third, innovation must be accountable to equity and evidence. Policies for data governance, transparent assessment, accessibility, and sustained professional development are not supplementary safeguards; they are prerequisites for educationally sound implementation.



Social Empowerment Journal

ISSN: 2676-234X / E-ISSN: 2716-9006

Our ambitions should therefore be both bold and disciplined. We should pursue adaptive and inclusive learning environments, new forms of formative feedback, and constructive collaboration between human educators and intelligent systems. At the same time, these aspirations require rigorous investigation. Longitudinal research, culturally responsive design, robust evaluation of learning outcomes, and serious attention to low-resource contexts will be essential to distinguish durable educational gains from temporary technological novelty. Equally important is an understanding of how AI affects learners' motivation, self-regulation, identity, and relationships—dimensions that cannot be reduced to performance metrics alone.

As Lead Editor, I hope this special issue will stimulate thoughtful dialogue among researchers, educators, institutional leaders, and policymakers across disciplines and regions. I extend my sincere appreciation to the contributing scholars for engaging with a field marked by extraordinary opportunity and equally consequential questions. Ultimately, the future of AI in education should not be defined by what machines can do in place of people, but by what learners and educators can achieve when technology is guided by sound pedagogy, scientific rigor, ethical responsibility, and a sustained commitment to human dignity.

Dr. Ali Lutfi Ali Qashmar

Lead Editor, Special Issue

Artificial Intelligence in Education: Reality and Ambition

Department of Psychology, Faculty of Humanities

Al-Istiqlal University, Palestine