Establishment of the IEEE SMC AI and Education Ad Hoc Committee

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Artificial intelligence models are now an integral part of our everyday lives, including in educational sectors. Following the winter SMC AI workshop, the idea of forming a working group to address the challenges of AI and education emerged – tentatively named the working group on teaching AI and using AI in education.

As a first step, the founding colleagues proposed the establishment of a committee focused on this topic during the SMC Board of Governors meeting held in Vienna on October 4-5, 2026. In response, President Adrian Stoica approved the formation of this committee, which will be known as the AI and Education Ad Hoc Committee, appointing Márta Takács, a member of the IEEE SMC Board of Governors, as its chair. The establishment of this committee also received support from other colleagues: Gyorgy Eigner, Olga Kosheleva, Vladik Kreinovich, Gina Tang, Fei-Yue Wang.

During the IEEE SMC 2026 conference in Vienna, two meetings took place with founding members and additional colleagues, where they identified related challenges and discussed existing or planned solutions within their countries and institutions. Also at the first in-person meeting, participants listened to ideas aimed at addressing the problems related to the emerging challenges, leveraging the organizational structure of the IEEE SMC. These challenges are twofold: firstly, how to effectively integrate AI into education while considering methodological, legal, and ethical questions. Secondly, how, when, and to what extent can educational practices keep pace with the daily advancements in AI methods and their teaching.

The key focus points identified were:

- What challenges do we face?

- Do we have appropriate solutions, proposals, or best practices for these challenges?

- How do we publish our proposals? What steps can we take to engage as many stakeholders as possible in this issue?

Additionally, regional disparities are noteworthy due to differences in legal regulations, financial backgrounds, and education systems. These issues manifest daily, as AI tools are a constant and common aspect of our teaching lives.

A general question arise in this context: how, why, and when do students use chatbots? Is there any research or surveys related to this? How is their use monitored and regulated in our countries or institutions? Furthermore, questions emerged regarding which courses can assist students in using AI tools effectively and consciously in institutions. Are these courses open to industrial partners? Given the question of whether we should educate AI users or developers, there is also the question of the educational levels and depths at which we should teach the mathematical, computer science, and systems theory foundations of commonly known and used AI and ML models. One public interest area for AI in education is the development and use of models benefiting individuals with disabilities.

From an organizational perspective, it is essential to consider which areas related to AI and its educational dimensions can be connected to the topics covered by SMC.

As demonstrated at the personal meeting, exchanges of ideas among participants from various regions and organizations can be beneficial and effective in sharing good examples and valuable experiences regarding the discussed challenges.

Therefore, the founders aim to include a wide range of cooperative members in their ranks. To share solutions collectively, they plan to organize joint meetings to exchange best practices and experiences, initiate special sessions at conferences, and utilize the SMC's organizational and communication background to discuss challenges broadly.

To this aim, the committee members look forward to the participation of interested colleagues, both for discussing the issues and for sharing substantial, forward-looking solutions during roundtable discussions, conferences, and online meetings. Applications regarding this can be submitted to the members' email addresses or through the appropriate forums of the SMC.