World Conference on Teaching and Education

WORLDCTE
World Conference on TEACHING & EDUCATION

23 – 25 July 2026 Copenhagen , Denmark

AI in Education: Policy, Practice, and Cultural Considerations in Türkiye and the European Context

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Abstract

Generative Artificial Intelligence (GenAI) has rapidly claimed a central position in the educational landscape not only as a technological innovation, but also as a question of pedagogy, ethics, equity, and governance. This paper examines the institutional, national, and regional landscape of artificial intelligence (AI) in education, with particular focus on Türkiye's emerging AI ecosystem and its position within the broader European policy framework. Drawing on institutional practices at Anadolu University, national policy initiatives, and the European Union's regulatory approach, this paper explores how AI is being embedded into educational systems through a lens that prioritizes ethics, equity, and human-centered design. The analysis addresses prevailing AI practices, policy frameworks, research trends, ethical concerns, and cultural considerations that shape AI adoption in educational contexts. The paper argues that effective AI integration requires moving beyond technology-centered experimentation toward theory-informed, pedagogy-driven, and culturally responsive implementation that maintains human agency and pedagogical judgment at the center of learning experiences. The study contributes to international discussions on AI in teaching and education through bringing together institutional practice, national policy, regional governance, and pedagogical and cultural considerations.

Keywords: AI In Education; Cultural Considerations; Educational Policy; GenAI Ethics; GenAI Governance