PUNO June Conference

VIII INTERNATIONAL INTERDISCIPLINARY ACADEMIC CONFERENCE

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BOOK OF ABSTRACTS

The multidimensional functioning of human beings under the conditions of transformation toward the era of artificial intelligence (AI)


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The multidimensional functioning of human beings under the conditions of transformation toward the era of artificial intelligence (AI)
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ABOUT THE CONFERENCE

The International Interdisciplinary Academic Conference is directed especially to researchers beginning their academic careers. It is organised by doctoral students from the Interdisciplinary Doctoral Programme at the Polish University Abroad in London (PUNO).
As a regular event, it enables young researchers both to present the progress of their research and to participate in the organisation of conferences, as well as to acquire necessary skills.
An important element of these meetings is the exchange of experience with academic researchers representing various fields and academic disciplines. This allows participants to look at the proposed conference topics from different perspectives. Interdisciplinarity becomes an inspiration for critical thinking, assists in the verification of research results and offers the opportunity to explore research areas outside one's own research fields.

Every year the June Conference also invites researchers and PhD students from all over the world. It integrates the academic community, striving to create a platform of cooperation for interdisciplinary research teams, whose aim is the international exchange of experiences and further development of their research. A fixed element of post-conference events is the preparation of a publication, most often within the activities of the academic publishing house Polish University Abroad in London Press but also reflecting publishing declarations of conference co-organisers.

THEME OF THE CONFERENCE

The point of departure for this year's edition is Guy Debord's thesis on the society of the spectacle, in which the direct relationship between human beings and the world is replaced by images, representations, and mediated forms of experience. Successive generations of media, understood as both tools and matrices of vision, produce a distance between the subject and reality. The world increasingly appears as an image, an interface, or a model, while contemporary technologies not only reproduce reality but also process, select, and simulate it. Of particular significance today are the so-called "vision machines", which offer vision without seeing – automated forms of perception that precede human observation and interpretation. In the age of AI, images generated by artificial intelligence systems are not merely reflections of reality; rather, they are often the result of statistical averaging of patterns encoded in databases. This process is accompanied by opaque data flows, which have become a crucial element of contemporary transmission and communication.

In this context, we would like to invite you to join us in a shared reflection on the transformations of perception, cognition, education, and communication in a world shaped by images, algorithms, and artificial intelligence technologies.

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ABSTRACTS

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TWEETERIZATION OF 2022 PRESIDENTIAL CAMPAIGNS IN KENYA

Abstract

The 2022 presidential election in Kenya was marked by a significant shift in political communication, considering the role of Twitter as a key platform for mobilizing and engaging audiences. This study examined the "Tweeterization" of the 2022 Kenyan presidential campaigns by looking at the role Twitter influencers played in mediating political discourse through the digital space and how this eventually shaped the attitudes and participation of voters during the election period. The study was informed by the Framing Theory and the Two-Step Flow Theory, which were instructive in understanding how influencers circulated political messages, thereby influencing perceptions and behaviour of target audiences. The study adopted a descriptive cross-sectional mixed-method research design and targeted followers of politically aligned Twitter influencers who were associated with political parties such as Kenya Kwanza, Azimio la Umoja, Roots Party, and Agano Party coalitions. Structured questionnaires were administered to 384 respondents, while interviews were conducted with selected influencers. The findings showed that Twitter played a transformative role in the shaping of political communication through amplifying campaign rallies and debates. Twitter was also helpful in amplifying thematic narratives associated with governance, social justice, economic empowerment, and political identity. The study also found that influencers served as digital opinion leaders and that they framed political issues and mobilized communities. In this way, the influencers shaped the attitudes of audiences towards particular candidates and their electoral processes. The study found that campaign-related posts, hashtags, real-time engagements, and interactive debates significantly enhanced the participation of voters and online political discussions. The study, however, established that the same digital affordances created loopholes for spreading misinformation, disinformation, and polarizing narratives, which cumulatively reinforced ideological divisions among the target audiences. The findings indicated that campaign debates and rally promotions generated significant engagement and audience influence on Twitter. The study, therefore, concluded that the Tweeterization of the 2022 presidential campaigns in Kenya transformed Twitter into a strategic arena for political persuasion, agenda-setting, and voter mobilization. Twitter increased access to political information and civic engagement, thereby enhancing democratic participation. In the same vein, the platform intensified challenges associated with digital propaganda, misinformation, and online polarization. The study recommended establishing ethical guidelines and policy frameworks to regulate influencer-driven

political communication while protecting freedom of expression and democratic participation in Kenya's evolving digital public sphere.

Keywords: Tweeterization, Kenya, Campaigns, Frames

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Nancy Adagala is a Lecturer in Communication and Journalism at Maasai Mara University, Kenya. She specializes in media and communication studies, with research interests in social media and political communication. Her scholarly work examines the role of digital media in shaping public opinion, political engagement, governance, and democratic participation. Nancy teaches courses in communication, journalism, digital media, political communication, media ethics, and related disciplines. She is actively involved in student mentorship, academic research, curriculum development, and supervision of undergraduate research projects. She is committed to advancing knowledge in communication and journalism through teaching, research, and community engagement.

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ROCK MUSIC AS A SPACE OF UNDERSTANDING IN ACADEMIC EDUCATION. A HERMENEUTIC PERSPECTIVE IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE

Abstract

In the context of transformations brought about by artificial intelligence in academic education, the question of understanding as a space in which meaning is disclosed in encounters with popular culture texts becomes particularly significant. The presentation is situated within research on the relationship between popular culture and academic education, combining research and teaching perspectives.

Keywords: artificial intelligence, academic education, hermeneutics, popular culture

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Dr hab. Monika Adamska-Staroń, Prof. UJD is a pedagogist at the Department of Pedagogy, Faculty of Social Sciences, Jan Długosz University in Częstochowa. She is the author and co-author of numerous scholarly publications, including the monographs *Edukacyjne konteksty rockowych narracji. Perspektywa teoretyczno-badawcza, Inny sposób myślenia o edukacji. Metaforyczne narracje (co-authored), and Samokształtowanie w świadomości młodzieży. Aktualny i antycypowany wizerunek*. She was a member of the Section for Popular Culture of the Committee of Pedagogical Sciences of the Polish Academy of Sciences (2020–2023). She has participated in and co-authored numerous national and international research projects funded by institutions such as NCBiR, the Ministry of Science and Higher Education, and European programmes. Since 2024, she has served as Chair of the Discipline Council for Pedagogy at UJD. She is also a thematic editor of the journal Podstawy Edukacji. Her academic activity includes participation in numerous international conferences and research fellowships abroad. Her research interests include cultural and educational studies, education in the context of popular culture, metaphor in education and processes of self-formation.

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STAGE MANAGEMENT, AI-MEDIATED COMMUNICATION, AND THE SOCIETY OF THE SPECTACLE IN CONTEMPORARY NIGERIAN THEATRE PERFORMANCE

Abstract

This study investigates stage management as a system of mediated communication in contemporary Nigerian theatre under conditions shaped by artificial intelligence, digital interfaces, livestream technologies, and image-based spectatorship. The study addresses the limited scholarly attention given to stage management within discussions of AI, media transformation, and technological communication in theatre practice. Existing studies on Nigerian theatre largely concentrate on acting, directing, dramaturgy, and performance aesthetics, with insufficient attention to how stage managers coordinate digital cues, audience interfaces, projections, streaming systems, and technologically assisted performance environments. The study is anchored on Guy Debord's theory of the society of the spectacle, published in 1967, which explains how social relations are increasingly organised through images and mediated representation. Using qualitative methodology involving performance analysis, interviews, and production documentation, the study examines how stage management regulates communication, visibility, timing, and audience reception within phygital theatre environments. The study argues that contemporary stage management has moved beyond backstage administration into a technologically informed system of communication and perceptual organisation. The study contributes to theatre and media scholarship by positioning Nigerian theatre practice within current debates on AI-mediated culture, digital spectatorship, and communication in technologically driven performance environments.

Keywords: Stage management, AI-mediated communication, society of the spectacle, Nigerian theatre, digital spectatorship.

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Gbenga Emmanuel Adeboye is a Stage Manager, lecturer, and postgraduate researcher in the Department of Dramatic Arts at Obafemi Awolowo University, Ile-Ife, Nigeria, Ile-Ife, Nigeria. His research interests include stage management, performance studies, digital performance, theatre documentation, media communication, and sustainable theatre practice. His current research examines the relationship between stage management, artificial intelligence, digital spectatorship, communication systems, and contemporary performance culture. He has participated in academic conferences and research projects focused on theatre, media, performance, and interdisciplinary humanities. His work also investigates archival practices, phygital performance environments, and the role of stage management in contemporary African theatre production.

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GENERATIVE AI AND LEADERSHIP: PSYCHOLOGICAL DIMENSIONS OF MANAGEMENT TRANSFORMATION IN ORGANIZATIONS

Abstract

The rapid advancement of generative artificial intelligence (GenAI) is reshaping the nature of contemporary organisational leadership. Drawing on Guy Debord's thesis on the society of the spectacle, the direct leader-employee relationship is increasingly replaced by algorithmic representations, monitoring systems, and decision-making interfaces – creating a new form of mediation between the subject and organisational reality. Despite the growing presence of GenAI in organisations, the psychological mechanisms underlying its impact on management styles and employee wellbeing remain insufficiently investigated, and the literature has yet to develop coherent conceptual frameworks for this phenomenon. This paper aims to analyse the psychological dimensions of GenAI tools' impact on management styles, leadership competencies, and employee wellbeing in organisations, adopting an interdisciplinary perspective integrating management science, organisational psychology, and technology ethics. The study is based on a systematic literature review (SLR) following the PRISMA 2020 protocol. Major academic databases were searched for peer-reviewed articles published between 2022 and 2026. Following the application of inclusion criteria (thematic relevance, full text availability, peer-reviewed articles) and exclusion criteria (purely technical studies, non-peer-reviewed preprints), approximately 30 articles were selected for narrative-thematic synthesis from ~350 initially identified records. The review identifies three key dimensions of transformation: (1) the evolution of leadership styles towards hybrid human-AI models, with transformational leadership significantly facilitating employee AI adoption (Wang et al., 2025); (2) the psychological consequences of algorithmic management – reduced psychological safety and increased depressive symptoms (Kim et al., 2025); (3) coaching and ethical leadership as a protective factor moderating the negative effects of AI adoption (Jeong et al., 2024). The paper proposes a conceptual framework of leadership in the GenAI era as a foundation for future empirical research, contributing to the interdisciplinary reflection on the multidimensional human condition in organisations undergoing AI-driven transformation.

Keywords: generative artificial intelligence, leadership, management styles, organisational psychology, human-AI interaction, employee wellbeing

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ARTIFICIAL INTELLIGENCE IN MODERN CONFLICT: BETWEEN ALGORITHMIC MORALE MANAGEMENT AND THE INTEGRITY OF WAR NARRATIVES

Abstract

The integration of Artificial Intelligence into the modern battlefield extends far beyond autonomous weapon systems. This presentation examines the dual role of AI in the ongoing conflict in Ukraine: as a tool for kinetic efficiency and as a medium for managing social and psychological resilience. By analysing algorithmic models used for personnel morale management and the deployment of machine vision in unmanned aerial vehicles (UAVs), the study explores how AI redefines the 'Society of the Spectacle' in a military context. Furthermore, it addresses the challenge of maintaining information integrity against AI-driven disinformation. The conclusions suggest that the ability to algorithmically manage both frontline data and public perception has become a cornerstone of national security in the 21st century.

Keywords: Artificial Intelligence, Hybrid Warfare, Information Integrity, Algorithmic Management, National Security

About the author

Veronika Barankevych is a master's student at the University of National Education Commission in Krakow, specializing in security studies. She is an associate at the Institute of New Europe and a Fellow at the Herder-Institute Marburg (LivArch program). Her research focuses on the intersection of modern technology, digital communication, and international security. She has contributed to Defence24, analysing the digital transformation of frontlines and the impact of unmanned systems on modern warfare.

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ETHICAL DILEMMAS AND UNEQUAL COMPETITION IN THE AGE OF ARTIFICIAL INTELLIGENCE: THE CASE OF THE "PIÓRKO" COMPETITION

Abstract

In recent years, the use of generative artificial intelligence in the visual arts has sparked controversy due to the limited transparency surrounding the data used to train AI models. As a result, artists are competing with a tool that operates on an almost unlimited number of visual references. This raises the question of whether it is fair to compare the work of illustrators using artificial intelligence with that of artists employing other creative tools. This presentation focuses on an analysis of the "Piórko" competition, which serves as a case study illustrating the phenomenon of unequal competition in the creative industry. The presentation examines the mechanisms that make competition between humans and algorithms inherently asymmetrical. It also discusses the differences in public opinion and within the artistic community regarding the implementation of AI in art-related competitions. Finally, potential directions for regulation and ethical standards that could restore transparency and fairness in the world of art are outlined.

Keywords: artificial intelligence, art, competition

About the author

Katarzyna Białek is a student of resocialization pedagogy at the University of Szczecin. She is passionate about psychology and fascinated by people and their behavior. She is also an active member of the Academic Circle of Educators and Cultural Animators PASJA, where she continues to develop her interests.

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SEEING THE HOMELAND FROM A DISTANCE. ZOFIA BOHDANOWICZOWA AND THE MEDIATED PERCEPTION OF THE WORLD

Abstract

This paper examines Zofia Bohdanowiczowa's work as a record of the experience of mediated perception, characteristic of an emigrant subject operating at a distance from a lost geographical and cultural space. The starting point is the premise that in Bohdanowiczowa's prose, the experience of homeland is not direct but reconstructed through memory, narrative, and preserved images of the past. Homeland—particularly Vilnius and the Vilnius Region—is not perceived as a truly accessible space, but as one remembered, imagined, and textually recreated. The paper aims to demonstrate how Bohdanowiczowa constructs the experience of "seeing from a distance," characteristic of the emigrant model of world perception. Selected works by the author will be analysed, in which memory serves as a fundamental medium of cognition, enabling the subject not only to reconstruct a lost place but also to maintain connections with cultural and symbolic space. Particular attention will be paid to the relationship between memory and image, as well as to the ways in which literary narrative replaces the direct experience of place. The paper situates Bohdanowiczowa's work within the perspective of research on memory and émigré literature, pointing out that her prose constitutes a significant example of a mediated model of perception, in which reality is accessed primarily through memory images. Bohdanowiczowa's work will be interpreted as a testament to the modern experience of remoteness, in which literature becomes a tool for cognition, reconstruction, and symbolic reclaiming of a lost world.

Keywords: Zofia Bohdanowiczowa, emigration, memory, mediated perception, emigration narrative

About the author

Izabela Borowiec, M.A., is a doctoral candidate at the Doctoral School of the University of Opole in the discipline of literary studies. She holds degrees in Polish Philology and Cultural Heritage Protection. Her research interests focus on 20th-century émigré literature, with particular emphasis on women's writing, issues of memory, identity, and émigré narratives. She is currently preparing a doctoral dissertation on the work of Zofia Bohdanowiczowa. She is also interested in the literature and culture of Polish independence emigration and the role of women's writing in sustaining cultural memory.

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ARTIFICIAL INTELLIGENCE AND EMOTIONAL REALITY - CAN LAW KEEP UP WITH TECHNOLOGICAL EMPATHY?

Abstract

The rapid development of artificial intelligence systems capable of recognizing, interpreting, and simulating human emotions raises fundamental questions about the nature of emotional reality and its legal relevance. Technologies such as affective computing, emotion recognition algorithms, and conversational agents increasingly influence human interactions, shaping not only individual experiences but also broader social dynamics. This paper examines the concept of "technological empathy" and its implications for the legal system. It argues that while AI systems can mimic emotional understanding, they do not possess genuine emotional awareness, creating a gap between perceived and actual empathy. This discrepancy has significant consequences, particularly in contexts where emotional responses inform decision-making, such as healthcare, employment, education, and digital services. The analysis focuses on three key dimensions. First, it explores how AI-mediated emotional interactions may affect human autonomy and vulnerability, especially when users attribute trust or authenticity to artificial agents. Second, it addresses the risks of manipulation and emotional exploitation, including the use of AI to influence behaviour, consumer choices, or psychological states. Third, it evaluates whether existing legal frameworks are sufficient to regulate these emerging challenges or whether new normative approaches are required. The paper concludes that current legal systems are not fully equipped to address the complexities of technologically mediated emotional experiences. It proposes the need for a more nuanced legal understanding of emotional harm, transparency obligations in AI systems, and the protection of individuals against deceptive forms of artificial empathy. By situating emotional reality at the intersection of law, technology, and human experience, the study contributes to the broader discourse on the multidimensional functioning of human beings in the age of artificial intelligence.

Keywords: Empathy, emotion, artificial, responsibility, manipulation

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Nikola Boruszewska is a law student specializing in issues at the intersection of law, emerging technologies, and artificial intelligence. Her research interests focus on legal liability for AI systems, the impact of algorithms on decision-making processes, and the relationship between technology and the emotional and social functioning of individuals. She actively participates in academic conferences, addressing topics such as algorithmic accountability, the right to make mistakes, and the influence of

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BETWEEN ADOPTION AND AMBIGUITY: PERSPECTIVE OF STUDENTS, FACULTY AND ACADEMIC LEADERS ON AI INTEGRATION IN KENYA UNIVERSITY EDUCATION

Abstract

Higher education globally is facing massive demand for quality and efficiency, and institutions of higher learning are adopting emerging technologies such as artificial intelligence (AI) tools to transform their practices and meet such demands (Dennison et al., 2025). To improve education access, efficiency and equity, AI tools are being deployed in teaching, research and administration activities in different countries around the world (World Bank, 2025). The rate and nature of AI adoption in higher learning varies depending on region, institutions and the tools deployed (UNESCO, 2024). The rapid proliferation of AI tools in higher institutions of learning has prompted urgent questions about readiness, equity and governance, particularly in Sub-Saharan African contexts where its adoption is accelerating ahead of institutional frameworks (Cosar, 2025; Patel & Ragolane, 2024). A study by the World Innovation Summit for Education and AfriLabs (2025) on AI in African higher education notes that the integration of AI in universities presents both "unique opportunities and complex challenges" (p. 1). This paper presents findings from a qualitative study that examined how students, lecturers and academic leaders in Kenyan universities perceive, use and navigate AI in teaching, learning and research practices. Drawing on in-depth interview data collected from twenty-four participants (8 students, 8 lecturers and 8 Chair of ICT Departments), across public and private universities, the study explores the multidimensional tension between AI's transformative potential and the structural, pedagogical, and ethical gaps that currently constrain its responsible integration. Findings reveal that AI adoption among students is already widespread and largely self-directed. Students across disciplines report high daily use of AI tools primarily for research, idea generation, writing support, and assignment completion. This adoption occurs in a largely unregulated environment, with majority of the students unaware of any institutional policies governing AI use, and most had never received formal guidance from lecturers on responsible AI use. Faculty and academic leaders similarly acknowledge use of AI tools for content development, curriculum design, exam setting, and research activities while simultaneously expressing concerns about academic integrity, student digital divide, over-reliance and erosion of critical thinking. Faculty and academic leaders confirmed that formal AI guidelines were largely nonexistent in their instructions, though several noted policy developments are 'in conversation stage'. Absence of coherent institutional policies created tension, with lecturers discouraging or penalizing students for using AI despite extensively using it themselves. Moreover, lecturers provide no AI guidance further widening equity in AI literacy across faculties. Additionally, the study surfaced

significant digital divide dimensions, mostly relating to infrastructure barriers; particularly unreliable internet connectivity and cost of premium AI tools for student relying on institutional connectivity. Across all participant groups, a consensus emerged that universities must act decisively by developing clear AI use policies, embedding AI literacy training into curricula, investing in institutional access to AI tools, and fostering collaborations with industry and regulatory bodies such as the Commission for University Education. Participants also stressed the importance of framing AI not as a threat to learning but as a pedagogical resource requiring structured, ethical and equitable integration. This paper contributes to the broader discourse on human functioning in AI-mediated educational environments, arguing that higher education in Kenya is at a critical inflection point, one where the choices made now about governance, access and pedagogical practices will determine whether AI deepens or disrupts educational equity and equality.

Keywords: Artificial intelligence integration, higher education Kenya, AI governance, digital divide, academic integrity, AI literacy

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NEW TECHNOLOGIES AS A CATALYST FOR CHANGES IN EDUCATION

Abstract

The dynamic development of new technologies significantly influences the contemporary education system, becoming a catalyst for changes in both teaching methods and the organization of the learning process. In particular, digital technologies, artificial intelligence (AI), virtual reality (VR), and immersive tools are redefining the roles of teachers and students by enabling more personalized, interactive, and engaging forms of education. The aim of this paper is to analyse the impact of new technologies on the transformation of education and to identify the opportunities and challenges related to their implementation in educational practice. The paper discusses the importance of technologies supporting the development of future competencies, such as critical thinking, creativity, digital literacy, collaboration, and the ability to adapt to rapidly changing socio-technological conditions. Special attention is devoted to the use of artificial intelligence in personalizing the learning process, automating selected educational activities, and supporting teachers in designing learning environments. The study also presents the potential of immersive technologies, including VR, in creating educational experiences that increase student engagement and learning effectiveness. The analysis indicates that new technologies can significantly improve the quality of education; however, their effective implementation requires appropriate preparation of teaching staff, the development of digital competencies, and reflection on the ethical and social consequences of educational digitalization. Contemporary schools and universities are becoming spaces not only for knowledge transfer but also for shaping the competencies necessary to function in the society of the future.

Keywords: artificial intelligence, changes in education, immersion, future competencies

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Agnieszka Chojnacka, PhD, specializes in the application of psychological knowledge in pedagogical, educational, and teaching practices as an academic lecturer. She combines a psychological perspective with a focus on developing the emotional, social, and reflective competencies of future teachers, educators, and specialists. I explore the potential of artificial intelligence in education, supporting the development of critical thinking and the conscious use of new technologies. She is a member of the Scientific Association of Counselling Studies, the Academic Andragogical Society, and the Polish Association of Psychology Students and Graduates.

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THE LONDON "LITERARY MEMOIR" (1976-2025) AS A MEDIUM FOR THE MEMORY OF WRITERS GATHERED AROUND THE UNION OF POLISH WRITERS ABROAD. TRADITIONAL PUBLISHING IN THE AI AGE

Abstract

The author attempts to answer the question of whether there is a place for traditional media such as magazines in the age of artificial intelligence. She discusses the creation and content of the annual, and later semi-annual, journal of the London-based Polish Writers' Union in Exile – "Pamiętnik Literacki" – from 1976 to 2025. We explore the historical context, its formal and publishing characteristics, layout, successive editorships, printing houses, financing, circulation, distribution, the best émigré authors living on many continents and excerpts from their prose or poetry, literary debuts, collaborators, and finally, the issues covered. A content analysis reveals the issues addressed by authors publishing in the periodical over the decades. Methods used in writing the article: qualitative press content analysis, source analysis and critique.

Keywords: "Literary Memoir" London, Union of Polish Writers Abroad, emigration, AI

About the author

Prof. Jolanta Chwastyk-Kowalczyk works at the Institute of Media, Journalism and Social Communication at the Jan Kochanowski University in Kielce. From 2009 to 2012, she served as Deputy Director for Research, and from 2012 to 2016 as Director of the Institute's parent institution. Since 2012, she has been Head of the Department of Journalism, and since 2020, following its reorganization, Head of the Department of Social Communication. Her research focuses on the exile press and émigré media in the process of change, particularly in the UK and Denmark, as well as literary, artistic, and local government journals in Poland. She is the author of over 240 scholarly articles and 13 non-fiction publications. She participated actively in several dozen national scientific conferences with international range, including media science, political science, sociology, history, bibliology, and pedagogy. She conducts thematic master's and doctoral seminars about emigration at UJK in Kielce and Polish University Abroad in London.

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FROM PASSIVE LEARNING TO IMMERSION: EDU-LARP AS A LABORATORY OF REFLECTION

Abstract

Today, knowledge is at our fingertips – or rather, just a thumb swipe away. The development of artificial intelligence means that the problem of education is less and less often access to information, and more and more often resistance to reaching for knowledge, a lack of engagement, and difficulty in building one's own experience of learning. As educators, we compete for attention with stimuli designed to capture it as strongly as possible: social media, video content, games, and streaming platforms. What does education offer in return that could be "more interesting"? Often, still, hours of passive listening and limited agency. A young person is expected to follow an imposed plan, while in games or media they experience agency. This raises the question: how can we design an educational experience that leaves a lasting memory trace and leads to reflection? The aim of this presentation is to introduce edu-LARP as an innovative teaching method that is not limited to an attractive form of classes but constitutes a deliberately designed educational experience. Edu-LARP will be presented as a space of social immersion in which participants, through role-playing, decision-making, and confrontation with the consequences of their choices, practice reflectiveness, responsibility, and practical wisdom. This type of simulation creates a safe laboratory for moral, social, and cognitive decisions. The presentation will discuss how edu-LARP responds to current knowledge about how the brain learns, including the importance of experience, emotion, social situations, and active engagement in the formation of lasting memory traces. It will also show how this method changes the student–teacher relationship by weakening rigid hierarchies and building a sense of shared participation in the learning process. Particular attention will be paid to what edu-LARP brings to academic teaching and how it can support not only subject-specific learning, but also the development of future-oriented competencies: creativity, critical thinking, cooperation, and communication.

Keywords: edu-LARP, artificial intelligence, educational immersion, reflectiveness, future-oriented competencies

About the author

Anna Ciecierska, final-semester psychology student at ANS TWP in Szczecin and psychologist at a school for students with disabilities in Świnoujście. My interests are closely connected with social psychology, philosophy, and sociology. In my everyday work, I combine theory with practice, searching for answers to the question of how the brain learns and how this knowledge can be used. I look for ways to make learning engaging, interesting, inspiring, and capable of breaking familiar patterns — in short, I simply like to have fun while learning and teaching. I draw inspiration for my

work and studies, among other things, from social games and literature, which I absorb in almost every form — from academic publications to fiction — treating it as a space for reflection and a source of new perspectives. This is also how I became interested in translating LARPs into an academic context and using them to consolidate knowledge through experience. In my work, I focus on relationships, dialogue, and building communities — because I believe that the most valuable knowledge emerges in encounters with other people.

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DOCTOR, PATIENT, AND ALGORITHM: SOCIAL AND COGNITIVE DETERMINANTS OF TRUST IN AI IN MEDICINE

Abstract

The development of artificial intelligence in medicine is transforming diagnostic decision-making processes and reshaping relationships between doctors, patients, and technology. AI systems are increasingly involved in the analysis of medical data and clinical support, becoming a new form of technological mediation in healthcare. The aim of this presentation is to review research on the social and cognitive determinants of trust in AI in medicine. Particular attention will be given to factors influencing the acceptance of AI systems by patients and healthcare professionals, including algorithm transparency, explainability of decisions, responsibility for errors, and the role of human oversight. The presentation adopts an interdisciplinary perspective combining cognitive psychology, human–technology communication, and AI ethics. The analysis demonstrates that trust in medical AI depends not only on technological effectiveness, but also on the way AI systems are presented and embedded within social and clinical contexts.

Keywords: artificial intelligence, trust in AI, AI in medicine, human–AI interaction

About the authors

Dr Katarzyna Cieplińska The author's research interests focus primarily on literary studies; however, as a translator and academic teacher, she is also interested in human–technology communication, artificial intelligence, cognitive processes, and the social and ethical aspects of digital transformation. She is additionally engaged in specialized translation, particularly in the fields of law, ethics and medicine. For four years, she worked at the Warsaw branch of one of the world's largest pharmaceutical companies, gaining experience in an international corporate environment as well as in specialist communication and documentation. Her academic interests are interdisciplinary in nature, combining humanistic, social, and technological perspectives.

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Cipollina Roberto Maria
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ÉLAN VITAL AS ASYMPTOTIC LIMIT: INTERSUBJECTIVITY BETWEEN SUBJECT AND QUASI-SUBJECT IN. ULYSSES IIA, A COMPOSITION FOR VIOLIN AND CO-GENERATIVE SYSTEMS

Abstract

The present contribution investigates the limits within which an artificial intelligence system can approximate the lived experience of a human being improvising in a musical performance. The case study is Ulysses IIa, a composition for violin and live electronics in which the dialogue between the performer and Somax 2 — a co-creative improvisation system developed by the REACH Team at IRCAM — generates an intersubjective relation defined as subject–quasi-subject. The work replaces traditional notation with twenty-two evocative texts describing psychological states and emotional conditions, which summon the performer into pre-reflective improvisation while the system responds with sonic material constructed from the same prompts. An artificial intelligence system can learn from the performer's past behaviours and respond to his gestures with growing coherence, but it cannot be traversed by what Henri Bergson defines as élan vital in *L'Évolution créatrice* (1907): the creative impulse inherent to every living being to produce something new which manifests within the durée — the flow of experience lived from within, theorised in *Essai sur les données immédiates de la conscience* (1889) — and belongs to an order of experience the machine structurally does not inhabit. This irreducible distance is described through an analogy drawn from infinitesimal calculus, a parallel explored by Jean Milet (1974): just as a curve approaches a limit indefinitely without reaching it, the system progressively approximates the performer's gesture without ever bridging the ontological gap separating them. The evocative prompt's function, however, as a shared space that compresses this distance, altering the intersubjective quality of their relationship. This structured contingency can be drawn upon to design conditions in which the human–system relation becomes intersubjectively more intense, while remaining, by its very nature, irreducibly asymmetric. Addressing the conference themes, the contribution proposes the subject–quasi-subject category and shows how structured contingency shape human–AI intersubjective quality.

Keywords: artificial intelligence, Bergson, fenomenology, intersubjectivity, élan vital

About the author

Roberto Maria Cipollina, M.A., is a composer, guitarist, and researcher whose work sits at the intersection of composition, immersive technologies, and acoustic heritage. He is currently a PhD student in the joint doctoral programme in Artistic Research on Musical Heritage at Conservatory "A. Steffani" of Castelfranco Veneto and Conservatory"G. Puccini" of La Spezia, within the curriculum in Immersive Technologies Applied to Music. His doctoral research, *Prometeo. Tragedia dell'ascolto*,

focuses on the digital reconstruction of the wooden ark designed by Renzo Piano for Luigi Nono's 1984 work — a spatial instrument conceived as a necessary acoustic condition of the composition, dismantled in 1985 and never rebuilt. Through acoustic simulation, impulse response measurement at the church of San Lorenzo, and a navigable VR environment, the research documents for the first time the acoustic phenomena produced by the ark — absent from all subsequent performances. In parallel, Cipollina pursues an independent line of research into composition with co-generative AI systems, developed through his work with Somax 2 (IRCAM). This research interrogates the relationship between authorial intention and machine agency, proposing the categories of structured contingency and intersubjectivity as frameworks for understanding human–AI co-creative interaction in musical performance. His compositions have been performed across Europe and North America, and his work has been presented at international venues including IRCAM, the Royal Northern College of Music, and New York University.

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AI-GENERATED MUSICAL COMPOSITIONS ON YOUTUBE – A SIGN OF THE TIMES OR THE DEGRADATION OF ART?

Abstract

The dynamic development of generative artificial intelligence in the fields of sound synthesis and vocal modelling has led to profound shifts in the processes of music production, distribution, and consumption. Two dominant trends can be distinguished: the creation of autonomous, entirely novel compositions, and the phenomenon of "AI covers," which involve generating tracks based on existing songs but executed in a completely different musical style. This phenomenon can be analysed across three primary dimensions: the technological-artistic dimension; as a legal and ethical dilemma; and from a socio-cultural perspective, wherein shifts in audience perceptions of authenticity emerge alongside a democratization of the creative process, ultimately blurring the boundaries between professional production and amateur creation. This paper focuses specifically on "cover" tracks published on the YouTube platform. Many of these have gained significant popularity and accumulated massive view counts, a phenomenon that has not gone unnoticed by certain copyright holders of the original compositions. The platform's native policy, however, remains liberal, permitting the publication of such "works." Furthermore, the user comments posted beneath these materials present a compelling area of study, which will be demonstrated through a brief case study.

Keywords: AI, YouTube, music, copyrights, platforms users

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ALGORITHMIC SPECIESISM: AUTOMATED ANTHROPOCENTRISM IN AI SYSTEMS AND THE FAILURE OF COGNITIVE SAFEGUARDS

Abstract

The rapid advancement of Artificial Intelligence (AI) raises critical ethical questions regarding cognitive biases encoded within machine learning models. Drawing upon Franz Brentano's descriptive psychology and the theory of intentionality, this paper analyses systemic deficiencies in algorithmic "understanding" of harm and empathy towards non-human animals. The author posits that language models - trained on massive datasets saturated with the anthropocentric paradigm and legal reification - unreflectively internalize and automate speciesism. Practice reveals a glaring weakness in safety mechanisms (so-called guardrails) regarding the protection of sentient non-human beings. These vulnerabilities, exploited by users through technical manipulations such as jailbreaking and prompt injection, create a dangerous moral vacuum. Bypassing these superficial filters allows for the unhindered generation of content that normalizes systemic exploitation and provides direct instructions on animal cruelty. Utilizing the framework of Green Criminology and The Link theory (the correlation between animal cruelty and the escalation of interpersonal violence), the presentation demonstrates that automated desensitization poses a substantial threat to social stability and public security. Without a radical deconstruction of encoded anthropocentrism and the establishment of biocentric ethical foundations for AI systems, this technology will only amplify and scale moral exclusion. This issue constitutes one of the most urgent challenges for law, ethics, and cognitive science in the digital age.

Keywords: Speciesism, Anthropocentrism, Artificial Intelligence, Jailbreaking, Green Criminology

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Czubińska Grażyna
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PSYCHOLOGICAL CONSEQUENCES OF INTERACTION WITH AI

Abstract

The impact of AI on human life has changed significantly in recent years. It relates to the ways in which people acquire information, communicate with each other, and perceive the world. This presentation focuses on three key areas of AI's impact on individual psychological functioning. 1. Impact of content personalisation algorithms on mental health, incl. everyday mood and general self-esteem. Systems of recommendations, based on some analysis of user behaviours, provide content adjusted to individual preferences. It can lead to the "information bubble". Although it increases interactions, it can also amplify negative emotions, reinforce stereotypes, and promote content that undermines self-esteem. 2. Disinformation and deepfake technology. Advanced AI tools make it possible to create realistic but fake audio and video content, which undermines trust in the information value and the truth of the message. It can raise cognitive uncertainty, anxiety and makes people confused while recognising what is real. which has significant implications for mental health and social life. 3. Cyberbullying in the AI age. Hate speech, spread through bots and generative language models, creates an offensive online environment saturated with harmful content. Experiencing it does lead to depression, fears, low self-esteem, and social isolation, mostly among youth. To conclude, we can say that interaction with AI brings both benefits and challenges from a psychological perspective. Understanding these human-centred mechanisms is crucial for shaping effective mental health strategies in the digital world.

Keywords: AI, human psychology, human wellbeing

About the author

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DAYDREAMING IN ALGORITHMIC ENVIRONMENTS: A WINDOW INTO THE DEFAULT MODE NETWORK AND PSYCHOSOCIAL FUNCTIONING IN YOUNG WOMEN

Abstract

In algorithmic environments, boredom is no longer simply endured; it is rapidly interrupted by streams of personalised stimulation. This presentation treats daydreaming as a phenomenological window into internally directed cognition associated with the default mode network. Rather than claiming a direct neuroimaging measure of the default mode network, the study uses daydreaming and mind-wandering tendencies as behavioural indicators of the capacity for spontaneous inner mentation. Using data from 80 women aged 18–30, the presentation will examine associations between daydreaming, psychosocial functioning, perceived stress, emotional symptoms, self-regulation, and broad health-related indicators. The theoretical assumption is that internally generated thought may play an important role in autobiographical integration, self-reflection, and psychological continuity. In a culture designed to eliminate idle time, reduced tolerance for unstructured attention may have consequences for internal narrative and mental recovery. The presentation therefore links daydreaming to wider debates on attention, perception, and the cognitive ecology of the digital age.

Keywords: daydreaming, default mode network, psychosocial functioning, algorithmic environments, attention

About the authors

Emma Domisch is a psychology student and member of the award-winning SciClub research group, interested in interdisciplinary analysis of psychological functioning, with particular emphasis on attention processes, stress management, and the challenges posed by the dynamically changing digital reality of the modern world.

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Dopierała Agnieszka
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THE SIMULACRUM OF CLOSENESS IN THE SOCIETY OF THE SPECTACLE: THE EVOLUTION AND CRISES OF PARASOCIAL BONDS IN HUMAN-ALGORITHM INTERACTION

Abstract

The aim of this presentation is a critical analysis of the phenomenon of children and adolescents forming parasocial bonds with generative artificial intelligence (GenAI) systems. Drawing on Guy Debord's thesis on the society of the spectacle, the paper argues that contemporary conversational interfaces act as a simulation of empathy, replacing authentic human relationships with the statistical averaging of algorithmic patterns. The presentation deconstructs the concept of "digital friendship," analysing its evolution through three phases: from initial fascination and projection, through deep initialization (anthropomorphization of the algorithm), to dangerous affective dependence. Demonstrating this dynamic allows for an in-depth understanding of the specific crises brought about by this interaction. The paper introduces the original concept of "reset trauma," which refers to the emotional shock caused by the sudden loss of continuity in the relationship with a bot (e.g., due to reaching free message limits or the expiration of a subscription). The analysis will examine documented psycho-pedagogical cases in which uncritical trust in AI has led to drastic alienation and even acts of self-harm. The conclusions from the analysis indicate an urgent need to develop mechanisms for critical ontological education. The role of contemporary upbringing is not the technophobic negation of AI but rather teaching how to distinguish a commercial simulacrum from an authentic relationship with another human being, which inherently requires asymmetry and resistance.

Keywords: AI anthropomorphization, society of the spectacle, parasocial bonds, digital alienation, pedagogy of artificial intelligence

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Drabina Zofia
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THE SPECTACLE OF EXCELLENCE: MECHANISMS OF VIOLENCE AND THE CULTURE OF PERFECTIONISM IN MUSICAL EDUCATION

Abstract

Art education, based on the traditional master-apprentice model, carries a specific risk of abuse. The aim of this presentation is to analyse the mechanisms of emotional and psychological violence in music schools, which are often masked by the pursuit of artistic excellence. The author reflects on the impact of high pressure, a culture of perfectionism, and an authoritarian teaching style on the psychological wellbeing of pupils and students. The presentation highlights the necessity of introducing systemic changes and ethical standards that will allow for the separation of technical rigor from destructive, abusive behaviours.

Keywords: arts education, psychological abuse, culture of perfectionism, systemic safety, student wellbeing

About the author

Zofia Drabina - I am a first-year psychology student at the University of Silesia in Katowice in Katowice and a graduate of primary and secondary music school. In my academic work and community involvement, I focus on the field of arts education. My main research interests include the psychological wellbeing of art school students, preventing psychological and institutional violence, and the specific psychological functioning of young musicians.

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Drożdżyk Kinga
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EDUCATION AND LEARNING IN THE AGE OF ARTIFICIAL INTELLIGENCE

Abstract

Artificial intelligence has become an important part of modern education. Students increasingly use AI tools, particularly ChatGPT, to acquire knowledge, prepare for examinations, create notes and summaries, solve problems, and support the writing of academic papers. Lecturers also use such tools to develop teaching materials and organise educational activities.

AI offers several significant benefits. It can explain complex concepts, generate tests and questions, support foreign language learning, and personalise educational content according to students' individual abilities and needs. It also provides fast access to information, enables the creation of customised learning materials, and supports both independent study and teachers' work. When used responsibly, AI may improve learning efficiency, organisation, and the development of selected cognitive skills.

However, its use also creates important challenges. Excessive reliance on AI may weaken independent and critical thinking, reduce students' motivation to complete tasks on their own, and lead to dependence on technology. Other concerns include plagiarism, violations of academic integrity and personal rights, and the use of inaccurate, biased, or unverified information generated by AI. These risks have encouraged universities and lecturers to examine students' academic work more carefully.

Artificial intelligence can therefore significantly support education, but its uncontrolled use may negatively affect the development of knowledge and intellectual independence. Maintaining a balance between technological assistance and students' own cognitive effort is essential.

The aim of this presentation is to discuss the main benefits and risks associated with the use of artificial intelligence by students and lecturers. It focuses on learning personalisation, access to knowledge, work organisation, academic integrity, critical thinking, ethical challenges, and the consequences of excessive dependence on AI-based tools.

Keywords: Education, learning, intelligence

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ME AND AI - THE PATIENT AND MEDICAL CARE

Abstract

Contemporary healthcare is increasingly shaped by technologization, procedural standardization, and the algorithmic organization of rehabilitation processes. While these advancements enhance diagnostic efficiency, they introduce risks of epistemic alienation and a new form of technological paternalism, where decision-making processes become opaque to both clinicians and patients. This article conceptualizes hospitalization as a unique boundary situation and a vital enclave of embodied human relationship that resists pure digital reductionism. Adopting a phenomenological and theoretical approach, the paper examines the limitations of the current operationalization of the biopsychosocial model. It argues that this framework often remains a declarative ideal that fails to provide clinicians with the heuristic tools needed to navigate the "robotic moment"—the cultural tendency to substitute human attentiveness with technological simulations. As a framework for fostering a meaningful co-existence between technology and contact, the article introduces the Four-Dimensional Balance Model and the concept of positum as complementary educational tools. These frameworks are presented as a relational scaffolding designed to strengthen reflective competencies and the capacity for embodied presence. The integration of these perspectives is proposed as a necessary safeguard for professional integrity, preparing clinicians to engage with the irreducible dimensions of patient anxiety, vulnerability, and meaning making within the hospital environment.

Keywords: body, anxiety, medical care, presence

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Dr Marzanna Farnicka is a psychologist and lecturer at the Institute of Social Prevention and Resocialization at the University of Warsaw. She specializes in family psychology, developmental psychopathology, and intercultural competencies. She is the author of numerous academic publications on human development, education, and social relationships, and collaborates with international research and educational communities.

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Francis Temitope
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FROM DIALOGUE TO PREDICTION: HERMENEUTIC CRISIS AND INFORMATION DISORDER IN THE ERA OF ARTIFICIAL INTELLIGENCE

Abstract

Guided by Hans-Georg Gadamer's philosophical hermeneutics and Guy Debord's critique of spectacle, this paper examines information disorder beyond the problem of false or misleading information. It argues that artificial intelligence increasingly shapes how people encounter, interpret, and understand reality itself. For Gadamer, understanding develops through dialogue and through encounters with ideas capable of challenging our existing assumptions. Debord, by contrast, argues that modern society increasingly replaces direct human engagement with images and representations. This paper argues that contemporary digital platforms deepen this shift by organizing what people see through predictive systems designed to maximize attention and engagement. The paper introduces the concept of algorithmic hermeneutic closure to explain how digital platforms gradually narrow people's understanding of the world by repeatedly exposing them to familiar perspectives, and content that reinforces existing beliefs and expectations. Although users may still encounter opposing opinions online, these encounters often appear as short, emotionally charged fragments designed to provoke reaction rather than thoughtful reflection. The paper further argues that these systems weaken democratic conversation by making shared understanding more difficult and by rewarding polarization because emotionally intense content generates higher engagement and greater advertising value. Finally, the paper turns to Richard Rorty's idea of edification, understood as the willingness to engage with unfamiliar ideas capable of expanding how we see ourselves and others. The paper concludes that responding to information disorder in the age of AI requires more than fact-checking or technical regulation. It also requires renewed commitment to reflection, conversation, and openness to perspectives outside our familiar digital environments.

Keywords: artificial intelligence, hermeneutics, information disorder, digital communication, predictive algorithms

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GENERATIVE AI IN EDUCATION: TEACHERS' PERSPECTIVES AND EXPERIENCES

Abstract

The rapid development of generative artificial intelligence (GenAI) tools is significantly influencing contemporary education, transforming the ways in which teaching materials are prepared, classes are conducted, and learning processes are supported. The aim of this presentation is to explore the perspectives and experiences of teachers from the Silesian Voivodeship regarding the use of GenAI tools in educational practice. The analysis addresses both the perceived benefits and the challenges associated with the implementation of these technologies in school and academic environments. The presentation will discuss selected findings from research on in-service teachers' opinions concerning the impact of generative artificial intelligence on teaching effectiveness, the personalization of education, the development of digital competencies, and the organization of instructional work. The presentation will also serve as an opportunity for critical reflection and for raising further questions regarding the role and implications of GenAI in education.

Keywords: chat GPT, didactic, education, GenAI, teachers,

About the author

Dr Monika Frania, MA – pedagogy (2005); MA – journalism and social communication (2007); PhD – pedagogy (2011). Author of national and international scientific publications resulting from empirical research conducted within research grants and projects implemented both in Poland and abroad. She is currently employed as an Associate Professor at the Institute of Pedagogy of the University of Silesia in Katowice in Katowice. Monika Frania combines work as scientist and academic teacher. Her research interests are focused on the issues of broadly defined media and education and are part of the current media pedagogy and media literacy studies. In addition, her research is related to communication, new technologies in teaching and learning, information and media competence of children and youth, and cultural and social contexts of the media, which implies practical activity. Her main workplace is University of Silesia in Katowice in Katowice (Poland). Monika was involved in research project as a part of the New International Fellowship Mobility Programme for Experienced Researchers (NEWFELPRO) at University of Split (Croatia); research projects financed by Visegrad International Found as well as Mobility Fellowship at University of Madeira in Funchal (Portugal), University of Primorska in Koper (Slovenia), University of Alicante (Spain). She is the recipient of the Transform4Europe Innovative Teaching Award (2022) and the DisCo 2020 Course Award for her innovative approach to teaching. She collaborates with practitioners and scholars of media and digital education from numerous European universities. Between 2016 and 2018, she served as a member of

the Main Committee of the National Digital Olympiad for secondary school students organized by the Fundacja Nowoczesna Polska. She is actively engaged in science communication and popularization through events such as the Silesian Science Festival, Meetings with Science and Student Life, and Festival Znanosti in Split, Croatia. Privately, she is an enthusiastic traveller beyond academia.

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AI AS A TOOL OF DISINFORMATION

Abstract

The proliferation of tools, which allow the creation of content using Artificial Intelligence (AI) allows a wider user base to create cases of disinformation with said tools. These materials can take form of images or short films, whose purpose is to cause a certain effect on the viewer. The materials can be used to spread disinformation during wartime, for example to falsely inflate the casualties inflicted on the enemy. Moreover, as the current conflict between Iran and the United States has shown, materials created with the usage of AI tools can be used to denigrate the opponent and its leaders in social media. Information operations which previously required sizeable resources and effort are now much more accessible and reach a wider audience, both domestically and abroad. The presentation would cover the cases of usage of AI in war propaganda and disinformation related to military operations. An attempt would be made to specify the influence on these actions on the public opinion and their extent. Furthermore, potential methods of countering such disinformation would be outlined.

Keywords: Disinformation, information warfare, artificial intelligence, resilience, internet

About the author

Jakub Furlanetto, M.A., graduated in 2025 with a MA degree in Strategic Asian Studies at the Jagiellonian University. He now continues his education on the MA National Security studies at the same university. His interest includes history, international relations and armed conflicts.

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CAN "AIRMANSHIP"—A BLEND OF SITUATIONAL AWARENESS, MORAL RESPONSIBILITY, AND INTUITIVE JUDGMENT—BE CODIFIED INTO AN ALGORITHM?

Abstract

This paper explores the transformation of flight training in the era of widespread Artificial Intelligence (AI) implementation. The central point of analysis is the concept of airmanship—the "soul" of aviation traditionally defined as a unique synthesis of technical proficiency, situational awareness, and intuitive judgment. For decades, this craft has been transmitted through a conservative master-apprentice relationship, rooted in direct mentorship and shared emotional experiences within the cockpit. The author poses a critical question: can algorithmic training systems, based on objective analysis of biometric and procedural data, replace the "living" wisdom of a human instructor? The text analyses the phenomenon of tacit knowledge and the role of narrative (storytelling) in shaping the ethical foundations of pilots. On one hand, AI offers precision in diagnosing technical errors that is unattainable for humans. On the other, there is a significant risk of eroding pilot agency and fostering "automation bias"—an uncritical reliance on technology at the expense of one's own intuition. The paper concludes by advocating for a hybrid educational model. AI should serve as a high-precision diagnostic tool, while the human instructor remains an indispensable custodian of the professional ethos and values that cannot be reduced to binary code.

Keywords: Airmanship, instructor, student pilot, mentorship, AI

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Aleksandra Gałuszka - a fourth-year Aviation and Aerospace Engineering student at the Rzeszów University of Technology. An aviation enthusiast, her work focuses on the intersection of modern technologies, cognitive psychology, and specialized education. Her research interests centre on the transformation of the human-technology relationship in high-risk environments and the impact of Artificial Intelligence (AI) on decision-making processes within the cockpit. By combining her engineering background with a deep interest in human factors, she explores how digital evolution reshapes traditional flight training and operational safety.

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PREDICTABILITY OF THE ALGORITHM VS. UNPREDICTABILITY OF THE HUMAN: COMMUNICATION PREFERENCES OF CHILDREN WITH DEVELOPMENTAL DISORDERS IN INTERACTION WITH VOICE ASSISTANTS IN SPEECH THERAPY

Abstract

In the era of transformation toward the age of artificial intelligence (AI), traditional paradigms of speech and language therapy are being redefined. This presentation focuses on the specificity of communicative interaction between children with developmental disorders (with particular emphasis on the autism spectrum and intellectual disabilities) and speech recognition systems and voice assistants (AI). The starting point for this research is the hypothesis that "hearing machines"—offering automated, repetitive, and non-verbal perception—provide a safer environment for articulation exercises for children with social deficits than interaction with another human being. In an age where speech becomes an interface, a child with a disability faces a new challenge: the need to adapt their vocal signal to statistical patterns stored in algorithmic databases. The presentation will showcase clinical observation results analysing the communicative activity of patients in two scenarios: traditional (therapist–patient relationship) and technological (patient–AI relationship). Research suggests that reducing social anxiety through contact with a "predictable" algorithm can significantly impact the motivation for self-correction of speech. This analysis fits into the interdisciplinary reflection on the multidimensional functioning of human beings in a world shaped by AI technologies, while simultaneously raising key questions about the ethics and boundaries of "digital mediation" in speech therapy.

Keywords: speech therapy, artificial intelligence, autism spectrum, human–AI interaction, voice assistants

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DIGITALISATION OF CHILDHOOD AS A RISK FACTOR FOR THE PHYSICAL, EMOTIONAL, AND SOCIAL FUNCTIONING OF CHILDREN WITH AUTISM SPECTRUM DISORDER

Abstract

The progressive digitalisation of childhood constitutes one of the most significant challenges for contemporary developmental psychology, clinical psychology, and special education. The dynamic increase in children's exposure to digital technologies, screen media, and algorithm-driven environments is associated with substantial transformations in cognitive, emotional, social, and sensory functioning. This issue becomes particularly significant in relation to children with Autism Spectrum Disorder (ASD), who, due to their neurodevelopmental characteristics, may demonstrate increased vulnerability to the negative consequences of digital overload. The aim of this presentation is to analyse selected risks resulting from the intensive digitalisation of the living environment of children with ASD, with particular emphasis on physical, emotional, and social functioning. The paper addresses the impact of excessive screen exposure on self-regulation processes, attentional functioning, sensory integration, interpersonal relationships, and adaptive capacities of neurodivergent children. Issues related to the reduction of spontaneous physical activity, the limitation of face-to-face relational experiences, attentional fragmentation, as well as increased emotional tension and sensory overload will also be discussed. The presentation adopts an interdisciplinary perspective situated at the intersection of clinical psychology, developmental psychology, special education, and reflection on the social consequences of digital transformation. An important element of the analysis will also include selected British and Japanese experiences concerning the functioning of neurodivergent children within highly technologised cultures, alongside attempts to identify alternative approaches to supporting children's psychological wellbeing under contemporary civilisational conditions.

Keywords: Autism Spectrum Disorder, digital technologies, digitalisation of childhood, screen exposure, digital overload

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psychology, special education, ecopsychology, and forest pedagogy, with particular emphasis on therapy and diagnosis conducted in natural environments. Dr Godawa collaborates internationally with researchers and practitioners from the United Kingdom, Japan, the United States, and other European countries. His current research interests include the impact of digitalisation on children's wellbeing, sensory regulation in children with autism spectrum disorder, and the role of natural environments in supporting mental health and relational development. He is also actively involved in supervising forest schools and kindergartens, training educators and specialists, and developing interdisciplinary educational and therapeutic initiatives connected with sustainable development and child wellbeing.

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DISCRIMINATION AS A CHALLENGE ASSOCIATED WITH THE DEVELOPMENT OF ARTIFICIAL INTELLIGENCE

Abstract

The development of artificial intelligence is transforming various aspects of human life – social, economic, political and cultural. It presents an enormous opportunity, enabling humans to be replaced in many areas; however, this development is also accompanied by certain risks. The authors' reflections focused on the issue of discrimination in the context of the dynamic development of artificial intelligence technologies. The main aim of the discussion was to demonstrate that artificial intelligence is not a fully objective or fair tool, and that decisions generated by AI may be subject to accusations of discrimination, particularly when not subject to adequate human oversight. The starting point was a description of the phenomenon of discrimination. In the following section, based on practical examples, it was shown that, with the growing use of artificial intelligence, the problem of discrimination can take various forms. Both domestic and foreign examples are used in this regard. It was noted that in situations where AI tools assist in decision-making or make decisions automatically, particular sensitivity to the risk of exclusion is essential. Knowledge on this subject should be disseminated; for this reason, the authors decided to conduct a bibliometric analysis of publications available in the SCOPUS database concerning discrimination problems related to the development of artificial intelligence. The analysis was carried out using VOS viewer software. The analysis identified the dominant areas of research interest in this field.

Keywords: discrimination, exclusion, artificial intelligence, bibliometric analysis

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Gruszczyk Julia
WSB University

INCLUSION AS A RELATIONSHIP, MEDIA PERCEPTIONS, AND THE MEANING OF WORK: PSYCHOSOCIAL ASPECTS OF SUPPORTING PEOPLE WITH INTELLECTUAL DISABILITIES

Abstract

The contemporary approach to intellectual disabilities is increasingly based on the idea of social inclusion, which emphasizes agency, participation, and the relational nature of support. At the same time, the media play a significant role in shaping the public image of people with disabilities, influencing both the level of social acceptance and the perception of the work of professionals in the fields of support, education, and rehabilitation. The aim of this presentation is to introduce social exchange theory in the work of professionals working with people with intellectual disabilities in the context of social inclusion, the media portrayal of disability, and the sense of coherence. Particular attention was devoted to the relational nature of support and the significance of social narratives regarding disability for the professional functioning of special educators, psychologists, and therapists. The theoretical foundation is based on social exchange theory, Aaron Antonovsky's concept of the sense of coherence, and the principles of inclusion. The study employed a combination of research methods, including participant observation and an online survey targeting adults, to determine how disability is perceived in everyday settings. The analysis focuses on issues such as the sense of meaning in work, the relational nature of support, social recognition of helping professions, and the significance of media representations of disability. The presentation attempts to demonstrate that an inclusive and person-cantered portrayal of individuals with intellectual disabilities can enhance both the quality-of-care relationships and the psychosocial resources of professionals involved in the support process.

Keywords: inclusion, psychology, disability, media, personnel

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Gula Benjamin
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PREDICTION, REWARD, RELATION: COGNITIVE OFFLOADING TO AI IN A PEDAGOGICAL PERSPECTIVE

Abstract

Complex reasoning calculation produces conclusions based on knowledge (mental input data; the conclusion in this case becomes output data). Pedagogy is a discipline cantered on education and behaviour — education is the process of leading a person from care toward a stable state of conduct. Behaviour itself is the consolidation of a person's disposition to act under given conditions. This means that pedagogy, and more strongly pedagogical formation, is broader than didactics, because it includes both the transmission of knowledge and the installation of behavioural patterns developed through the relationship between educator and student. This structure of thought leads to the conclusion that calculation does not exist for inference alone. A human being should be treated as a multi-element yet synergistically integrated whole. A conclusion, built upon deep conceptual structures, becomes a philosophical issue only when it crosses into ethics, and ethics is fundamentally a system of behaviours. Therefore, reasoning must lead to proper action. From an economic perspective, proper action is that which is simultaneously the riskiest for the individual and the most beneficial for the common good. Ethics constructed through game theory suggests that strong social relations create a balanced environment, which with each successive step makes it easier to make decisions grounded in historically proper actions. Such action produces increasing satisfaction; this growth is nonlinear and unpredictably positive. In more romantic terms: the wisdom of action rooted in love leads to happiness. In the age of AI dependence, users weaken their capacity for calculation, for learning calculation itself, and for modelling alternative realities and predicting the consequences of actions. This argument draws on reward prediction error theory (Schultz, 1997; Westbrook, 2020) and its extensions concerning tonic dynamics (Niv, 2007; Hamid, 2016), social cognition (Behrens, 2008), and empirical observations of human interaction with AI (Sparrow, 2011; Kosmyna, 2025).

Keywords: pedagogy, PRE, neurobiology, AI

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Gębka Alina
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EVERYDAY LIFE AS A PERFORMANCE. THE EXPERIENCES OF MODERN YOUTH

Abstract

The abstract concerns reflections on the functioning of the modern youth in the reality of social media and constant visibility culture. This presentation was inspired by the concept of "The Society of the Spectacle" presented by G. Debord, read in the context of the experiences of young people growing up in the digital world. In my presentation I would like to focus on the way social media affects the process of developing our identity, our relationships and how we view ourselves in today's world. My own experiences with the student theatre will serve as an important point of reference, as they have made me think about where the line between authenticity and filling social roles is. Today's youth is increasingly often forced to function in constant exposure to judgement and comparisons. Daily life is becoming a sort of performance, while the need for acceptance and visibility shapes the way we experience ourselves and our relationships. What I find interesting in this context is the phenomenon of influencer culture, creating public image and the psychological consequences of living "on display", such as the fear of judgement, loneliness and difficulties with staying authentic. The goal of this presentation is to show the ambiguous nature of digital reality for the youth, which on the one hand creates pressure and shallows relationships, but on the other becomes a space for self-expression, art, and seeking community.

Keywords: młodzież, społeczeństwo spektaklu

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Hasselbusch Andrea
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Abstract

School-based Occupational Therapy (SBOT) has been evolving over the decades in response to changes in education, pupil population and schooling contexts. Based on government data (2024/2025) the number of pupils with special educational needs (SEN) with and without Education, Health and Care Plan (EHCP) have considerably increased in English schools. Increasingly the Department for Education (DfE) recognises that specialists such as occupational therapists play a key role in all educational settings to support those with and without identified SEN at a school level as reflected most recently with the government agenda 'Experts at Hand' to be launched in September 2026. While key questions regarding best practice SBOT across all educational settings remain, more recent developments expand those queries and raise new questions. Core discussions about SBOT practice continue to focus on models of disability shaping practice (esp. social, affirmative), core elements, core practice principles, core professional reasoning processes. An increasing number of SEN children attend Home Education (EOTIS/EOTAS) frequently after unsuccessful attempts in more mainstream educational settings in their local area. Those SEN pupils' history of traumatic school experiences, frequently paired with a history of school avoidance and pathological demand avoidance (PDA) presents complex challenges for SBOT provision. The educational context 'home' and 'community' raises questions about potential needed adaptations to practice. At the same time technological advances such as developments in the area AI promise simplification of administration, documentation and other aspects of practice, while also raising concerns around confidentiality. At the end the overarching question remains – *What is best practice in school-based occupational therapy (SBOT)?*

Keywords: Primary Education, Support Services, Occupational Therapy, AI

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Hrycak-Krzyżanowska Dorota, Kulaszewicz Leszek
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OPERA VR AS A COMMUNITY OF PERCEPTION: EMBODIED ATTENTION, DIGITAL MEDIATION AND CREATIVE PEDAGOGY IN CHILDREN'S ARTS EDUCATION.

Abstract

This paper presents preliminary findings from Children's Opera VR / Educational Modules, a practice-based and empirically informed educational project developed by Polish University Abroad in London in cooperation with Conservatorio G. Puccini. Situated within current debates on mediated perception and immersive environments, the project explores how virtual reality (VR) can support children's encounters with opera and ballet through embodied attention, multimodal perception, and creative pedagogy. The analysis focuses on two works: Claudio Monteverdi's L'Orfeo and Sergei Prokofiev's Cinderella, transformed into structured VR learning environments. The theoretical framework extends beyond experiential and multimodal learning to incorporate the 4E Cognition paradigm (Embodied, Embedded, Enacted, Extended) and the phenomenology of Maurice Merleau-Ponty. By examining the architecture of the embodied mind, the study asks how VR serves as a tool for cognitive externalism, where the digital environment becomes an extension of the cognitive process. The study explores how Opera VR functions as a "community of perception", in which children, teachers, and artists engage with music as a shared sensory, spatial, and emotional experience. Methodologically, the study utilizes qualitative inquiry, including observation from London-based events in March 2026 involving 320 pupils and analysis of the learning architecture in Spatial.io. Findings suggest that VR does not replace embodied experience but extends it, creating a scaffolded space for shared reflection.

Keywords: Opera VR, 4E Cognition, Merleau-Ponty, creative pedagogy

About the authors

Dorota Hrycak-Krzyżanowska, PhD, is a distinguished researcher and academic at the Polish University Abroad (Polish University Abroad in London) in London, where she holds the position of Head of the Department of Polish Language and Culture Education, Media Pedagogy, and Hybrid Education. As a leading expert in her field, she serves as the Principal Investigator for a project funded by UKRI and coordinates significant international initiatives such as CAPHE and OPERA VR at Polish University Abroad in London. Her extensive research portfolio explores the intersections of storytelling, digital storytelling, and hybrid and immersive education, alongside heritage language teaching and intercultural education. Furthermore, she investigates the impact of artificial intelligence, ICT, and technology on art and cultural identity. Beyond Polish University Abroad in London, she lectures in Creative Media at Buckinghamshire College Group and contributes to numerous globalprojects,

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HERITAGE LANGUAGE, DIGITAL STORYTELLING AND AI-MEDIATED PERCEPTION IN HYBRID EDUCATIONAL ENVIRONMENTS

Abstract

This paper addresses the teaching of Polish as a heritage language in the age of artificial intelligence, drawing on digital storytelling, media theory, perception studies and hybrid pedagogy. The point of reference is the author's research developed in a monograph devoted to digital narratives, immersive learning environments and language education in the Polish diaspora context. Contemporary learners increasingly encounter the world through screens, interfaces, digital representations and algorithmically generated content. This phenomenon is particularly significant in heritage language education, as young language users function between family memory, school-based literacy, the dominant language of the country of residence and digital media culture. In this context, the heritage language is not only a tool of communication, but also a space of memory, belonging, imagination and self-identification. The paper refers to Guy Debord's concept of the society of the spectacle and Marshall McLuhan's theory of media as extensions of human perception. These perspectives provide a framework for analysing how digital storytelling, AI-supported tools, visual narratives and immersive environments may transform the teaching and learning of a heritage language. Methodologically, the paper is based on qualitative and practice-based educational research connected with projects involving digital narratives, creative writing, visual composition and hybrid forms of working with learners. The analysis focuses on how students create personal and collective narratives in Polish and how this process influences motivation, language development, creativity, cultural reflection and a sense of belonging. The main argument of the paper is that artificial intelligence and digital media should not replace human interpretation in heritage language education, but may support creative, multisensory and identity-oriented language learning. Heritage language education can therefore be understood as a hybrid process in which language, memory, technology and cultural identity are continuously reconstructed.

Keywords: heritage language, digital storytelling, artificial intelligence, hybrid education, cultural identity

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HOW THE USE OF AI AFFECTS COGNITIVE PROCESSES (MEMORY, ATTENTION, AND CREATIVITY)

Abstract

The rapid development of artificial intelligence (AI)-based tools is significantly transforming human cognitive functioning, influencing how we process information, make decisions, and generate new ideas. The aim of this paper is to analyse the impact of using AI systems on three key cognitive processes: memory, attention, and creativity, with particular emphasis on the mechanism of cognitive offloading. In the domain of memory, the increasing use of AI leads to a shift in cognitive strategies: instead of internalizing information, individuals are more likely to rely on external systems for storing and retrieving data. This phenomenon may enhance cognitive efficiency, but at the same time it can reduce deep encoding processes and long-term retention of information. In terms of attention, AI tools—especially generative and interactive systems—may support concentration by automating routine tasks and structuring information. However, they may also contribute to information overload and multitasking, which can weaken sustained attention. The impact of AI on creativity is particularly complex. On the one hand, generative systems can act as a "catalyst for ideas," inspiring users and expanding the range of possible solutions. On the other hand, there is a risk of homogenization of creative output and a reduction in independent thinking due to excessive reliance on algorithm-generated suggestions. The paper is theoretical and based on a review of literature from cognitive psychology, neuroscience, and human–technology interaction studies. The findings suggest that the impact of AI on cognitive processes is ambivalent and depends on the manner and intensity of its use. Developing critical thinking skills and promoting conscious use of AI tools are essential in maintaining a balance between technological support and human cognitive autonomy.

Keywords: artificial intelligence (AI) cognitive processes memory attention creativity

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THE IMPACT OF ARTIFICIAL INTELLIGENCE TOOLS ON MEETING THE NEED FOR BELONGING IN MASLOW'S MODEL

Abstract

The aim of this ongoing project is to examine the impact of artificial intelligence (AI) tools on the fulfilment of the belongingness and love needs within Maslow's Hierarchy. While AI can enhance belonging by improving communication, reducing social barriers, and supporting inclusion for diverse or marginalised users, it also carries risks that may undermine authentic social connection. These include reduced human interaction, the creation of artificial or one-sided relationships, and the reinforcement of bias or exclusion through algorithmic systems. The main task at this stage is to analyse how and why AI tools are used, in order to develop appropriate instruments for measuring their impact on users, enabling the integration of both quantitative and qualitative data.

Keywords: Belonging, AI, Connection, Maslow, mixed methods

About the author

Magdalena Jaworska, M.A., holds an MSc in Mathematics and IT, an MA in Leading Inclusive Education, a DPSI in Public Service Interpreting in Law, and a postgraduate qualification in Applied Psychology from the Polish University Abroad, where she is currently continuing her doctoral studies. She is a further education lecturer specialising in psychology, sociology, criminology, law, and politics. Her research interests lie at the intersection of education and psychology, with previous projects exploring the relationship between students' mental wellbeing and school attendance, as well as correlations between stress levels and coping mechanisms. She integrates her expertise in mathematics, IT, linguistics, and psychology to develop interdisciplinary approaches in both her teaching and research.

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THE AUTONOMY OF THE CREATIVE PROCESS - YOUTH RESISTANCE TO THE USE OF AI IN PARTICIPATORY THEATER PRACTICES.

Abstract

In recent years, there has been rapid development in artificial intelligence (AI) tools that support creative processes, including the design of visual materials and the generation of textual content. At the same time, questions arise regarding how these tools are received by young creators engaged in participatory and community-based practices. The aim of this presentation is to present the perspective of young people participating in the activities of the RAZY DWA Theatre group—a social, participatory, and independent theatre—in the context of their conscious reluctance to use AI tools, particularly when creating posters and other promotional and artistic materials. The analysis is based on qualitative data collected through group interviews and participant observation of the creative process. The results indicate that young artists' rejection of AI stems not only from a lack of technological competence but also from strongly articulated values: the need for authenticity, creative agency, and maintaining full control over the artistic process. Respondents also emphasize the importance of collective work, in which the creative process holds equal value to the final result, which contradicts the perception of AI as a tool that automates and simplifies creative activities. This presentation attempts to interpret this stance as a form of conscious resistance to the technologization of artistic creation and to reflect on the limits of AI use in theatrical practices. The conclusions may serve as a starting point for further discussion on the role of technology in the work of theatre groups based on co-creation and participation.

Keywords: youth, participatory theatre, creative autonomy, AI

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AN EXPLORATION OF THE USE OF AI IN PLAYWRITING IN KENYA

Abstract

This study proposes to examine the integration of Artificial Intelligence (AI) in playwriting, focusing on its influence on the playwriting process. While playwriting has traditionally been viewed as a deeply human and intuitive creative process, the growing accessibility of AI tools especially in Kenya raises questions about how these technologies may contribute to ideation, plot development, and script design the objectives of the study. The research is guided by two theoretical frameworks: Flow Theory and Post Humanism Theory. Flow Theory explains the immersive creative state experienced by playwrights during the writing process, while Post Humanism provides a framework for understanding how human creativity is extended beyond just the human expression but continues to take a life through technology such as AI. This study adopts a qualitative case study design to examine how three selected Kenyan playwrights interact with AI during the playwriting process. Data will be collected through interviews, internet research and selected play scripts. The data analysis will involve analysis of interview responses, playwrights' experiences, and selected plays. The study aims to contribute to emerging discussions on the relationship between AI and creative writing in Kenya, particularly within the field of playwriting offering a foundation for understanding AI's impact on the playwriting process in Kenya. The research is also a record of Kenyan history in AI use in playwriting benefiting playwrights, theatre practitioners, AI developers, educators and policy makers.

Keywords: AI, Playwriting, Playwright, Ideation, Plot Script design.

About the author

Wambui Kibue - I am pursuing a master's degree in Theatre Arts at Kenyatta University, Kenya, where I also earned my bachelor's degree in Theatre Arts and Film Technology. My academic interests focus on performance, storytelling, and emerging technologies in theatre. Professionally, I have worked in television, film and stage. My latest project being a two-hander production nominated for the Kenya Theatre Awards in 2024 Numbers, the play was also staged in Rwanda. I am also a writer with two completed books 100dresseswith100stories and PtTT, pushing through tough times self-published on Amazon.

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Kibue Wambui
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HYBRIDITY IN CREATIVE PERFORMANCE: A PRACTICE-LED STUDY 100DRESSESWITH100STORIES.

Abstract

This paper examines the transformation of online creative practice into hybrid performance forms through a practice-led study of 100dresseswith100stories. The methodology follows three stages: the getting-ready stage, (sharing) the monetization stage (tracking) and the final stage hybridity of the performance, (reimagining and recreating) By moving across these stages, the process highlights the capacity where online performances gain presence and value which then offers audiences a variety of experiences that online spaces lack. The study traces the creative journey of the researcher from producing and posting online content to reimagining that material into a book and an audio performance. Despite generating relatively low engagement averaging 90 to 150 views per post on Facebook and Instagram, and 100 to 300 views per post on TikTok, the study finds that limited attention within online spaces does not necessarily define the value of the creative practice. Situated within the attention economy and hybridity as a theoretical lens, the research demonstrates how the attention economy shapes how creative work is received and valued online, where the shift is from valuing the production of information/creativity to valuing the ability to capture attention. Hybridity for instance, the reimagination and creation of the 100 posts to a book and audio theatre piece enables alternative pathways for sustaining and reimagining performance, positioning theatre and related forms as important spaces for expanding the life and relevance of online originating work through extending its meaning, structure and longevity. Hybridity creates an opportunity to interplay different artistic mediums where they keep moving and transforming in new ways that are layered and evolving between online and live spaces and not confine to an end point allowing a performance to exist as an adaptable process rather than a single event.

Keywords: Hybridity, Online Visibility, Online stage, recreate, reimagine

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AI, NO-CODE, AND PARTICIPATORY DIASPORA MEDIA: A CASE STUDY OF THE LONDONONLINE.PL PORTAL FOR THE POLISH COMMUNITY IN LONDON

Abstract

Digital transformation and the widespread adoption of artificial intelligence tools are redefining contemporary communication practices, information production, and models of social participation. Reflecting on the relationship between humans and technology in the age of artificial intelligence, the presentation presents a case study of the LondonOnline.pl portal, aimed at the Polish community in London, as an example of a local media co-created using AI tools and no-code platforms. The aim of the presentation is to analyse how contemporary no-code solutions enable the creation and development of media for diasporic communities without the need for advanced programming skills. Particular attention will be paid to the automation of research processes, information aggregation, news summarisation, translation, and co-creation of editorial content with the support of generative AI models. This approach aligns with the development of automated journalism and hybrid models of human-AI collaboration. The point of reference for the analysis is previous research on the TorreviejaOnline.pl portal (Kijko), which demonstrated the effectiveness of semi-automated content creation models for Polish communities abroad. In this presentation, this perspective is expanded to include the contemporary ecosystem of no-code tools, which allow not only editorial staff but also community members to actively participate in media creation by providing information, local events, announcements, and source materials. The paper will also reflect on the social and ethical implications of this communication model: the democratisation of information production, the changing role of traditional media gatekeeping, the risk of algorithmic errors, and the question of the quality and credibility of hybrid-generated content. This case study will demonstrate AI not as a substitute for humans, but as a tool supporting participatory models of local communication in the digital environment.

Keywords: artificial intelligence, human-AI collaboration, Polish communities abroad, automated journalism, local media

About the author

Paweł Kijko, M.A., holds a university degree in economics, which provides a solid foundation for understanding business processes. His broad expertise includes web analytics, international expansion strategies, marketing automation, and the use of artificial intelligence in business and communication. He has been a lecturer at the University of Warmia and Mazury in Olsztyn in Olsztyn for three years and is currently also a PhD student. He is the author of numerous scientific and industry publications,

including the chapter "AI Editors" in the book "SEO in Practice" (Helion, 2025) and articles in the Jagiellonian University's "Zeszyty Prasoznawcze" journal. His expertise is based on both theory and practice – he creates AI-powered news portals, implements modern advertising tools, and builds strategies for companies. Completed Projects: He has led and co-led advanced research and development projects with the support of the National Centre for Research and Development (NCBR) and the Kozminski Business Hub, including as CEO of the technology startup Heraldbee. He co-created and consulted on projects such as the Simplytick application developed at the Wrocław University of Science and Technology. He also implemented projects related to online marketing and international expansion for publicly traded companies such as Develia S.A. and international technology companies, including as an employee and investor in Neptune.ai, acquired by OpenAI. Professional Experience and Achievements: He gained his professional experience working with both large publicly traded companies and innovative technology startups. He was a member of the Forbes Community Councils in Boston, where he published articles on employer branding, SEO, and productivity. He has spoken at prestigious conferences such as Affiliate Summit East in New York, Affiliate Summit in Prague, SEMkrk in Krakow, and Lustro Mediaów in Gdańsk. His publications include both academic papers and practical articles for industry magazines such as "Nowy Marketing," "Mam Startup," and "FEEDFRONT Magazine." Thanks to the combination of business practice, scientific research and passion for teaching, he is recognised as an expert in the field of online marketing and business process automation.

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Kimotho Susan
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IMPACT OF SOCIAL MEDIA ON THE MENTAL HEALTH OF HIGH SCHOOL STUDENTS IN KIAMBU COUNTY, KENYA

Abstract

This study investigated the impact of social media on the mental health of high school students in Kikuyu Sub-County, Kiambu County, Kenya. Adolescents aged 14–19 are particularly vulnerable to mental health challenges such as anxiety, depression, and low self-esteem, which may be intensified by social media use. The study examined the most commonly used social media platforms, the mental health status of students, and factors influencing adolescents' social media use. The research was guided by Cognitive Behavioural Theory (CBT) and Social Comparison Theory and employed structured questionnaires to collect data on social media use and mental health indicators. The findings revealed high social media engagement among students (Mean = 3.94, SD = 0.55). Mental health outcomes recorded a moderate negative impact (Mean = 3.28, SD = 0.51), particularly regarding anxiety, depression, and self-esteem issues. Factors contributing to social media use showed strong agreement (Mean = 4.12, SD = 0.48), with peer influence, emotional coping, and fear of missing out identified as major drivers. The study established a significant positive correlation between social media use and mental health challenges ($r = 0.875$, $p < 0.01$), indicating that increased time spent on social media was associated with higher emotional distress. Peer pressure (49.2%, Mean = 4.26), emotional coping (33.2%, Mean = 3.51), and social comparison were major contributing factors. Students engaged in offline activities such as sports, volunteering, and clubs demonstrated better emotional resilience, higher self-esteem, and stronger social connectedness. The study concluded that community involvement and access to mental health resources can help reduce the negative effects of excessive social media use among adolescents.

Keywords: social media, mental health, adolescents

About the authors

Susan Kimotho, PhD, Head of Department, Mathematics Professional Focus: STEM Education, Counseling Psychology & Adolescent Mental Health Academic Standing: B.Ed (Sciences); MA Counseling Psychology (Candidate) Annastacia Amina Nzau is a seasoned educator with 20 years of distinguished service within the Kenyan education system. Currently serving as the Head of the Mathematics Department, she has established a reputation for academic excellence, consistently guiding students to achieve "A" grades and successful university transitions. Her career is defined by a unique duality: a rigorous foundation in STEM (Mathematics and Chemistry) and a deep commitment to the psychological wellbeing of the youth. Academic Research & Specialization **a**s a master's candidate in Counselling Psychology, Ms. Nzau is currently spearheading research into the

impact of social media on the mental health of high school students in Kikuyu Sub-county, Kiambu County. This research is vital in identifying the modern "digital" pressures that contribute to student anxiety and depression. Her findings directly inform her practical interventions within the school's counselling department, where she specializes in: * Substance Abuse Counselling: Developing recovery and prevention strategies for learners. * Grief and Loss Support: Providing emotional stability for students navigating personal trauma. Leadership & Service to Humanity Beyond academics, Ms. Nzau has demonstrated exceptional leadership in cultural preservation, training senior school students in cultural dances and songs to the national competition level. She views the roles of teaching and counselling as a fundamental "service to humanity," focusing on the holistic development of the learner. Future Objectives With two decades of frontline experience, Ms. Nzau is transitioning toward a career in higher education. Her objective is to serve as a Lecturer and Specialized Youth Counsellor, where she can apply her research and field experience to mentor young adults and shape the future of educational psychology in Kenya.

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Dr Susan Kimotho - Lecturer in Counselling Psychology Chair of Department – Social Sciences, KCA University, Kenya Dr Susan Kimotho is a dedicated Lecturer in Counselling Psychology at KCA University, Kenya with over ten years of experience in teaching, research, and community-based mental health interventions. Her academic expertise lies in psychosocial support, trauma counselling, and inclusive approaches to mental wellness, with a particular passion for supporting marginalized groups such as persons with disabilities. She has consistently worked at the intersection of mental health and accessibility, advocating for approaches that not only address psychological needs but also promote dignity, independence, and holistic wellbeing. In her role as an educator, Dr Susan Kimotho has mentored hundreds of undergraduate and postgraduate students, nurturing the next generation of counsellors with strong values of empathy, cultural sensitivity, and ethical practice. She has also been actively involved in curriculum development, ensuring that counselling psychology training integrates inclusive and digital approaches, preparing professionals to respond effectively to diverse client needs. Beyond academia, Dr Susan Kimotho has led several community initiatives offering counselling services to persons with visual impairment, where she emphasizes resilience-building, self-acceptance, and empowerment. Her work highlights the importance of human connection in overcoming social isolation and the psychological barriers often faced by individuals with disabilities. She is particularly interested in how digital technology can be leveraged to enhance counselling access, provide adaptive therapeutic resources, and create safe spaces for peer support. Through this conference, Dr Susan Kimotho seeks to contribute her expertise in mental health to ensure that digital innovations not only address accessibility but also foster emotional wellbeing and belonging.

Kmiecik Grzegorz
John Paul II Catholic University of Lublin

"VISION MACHINES" VS. HUMAN CONSCIOUSNESS: ETHICAL DISCERNMENT IN THE AGE OF ARTIFICIAL INTELLIGENCE

Abstract

The rapid development of Artificial Intelligence is fundamentally transforming human life, affecting not only the processes of perception and communication, but above all the sphere of moral decision-making. In the face of these challenges, this presentation attempts to critically analyse the ethical impact of technology on human cognition. The presentation juxtaposes the positions of the pioneers of cybernetics and contemporary researchers of AI ethics (including N. Wiener, J. Weizenbaum, J. Bryson, K. Crawford) with anthropological reflection rooted in the teaching of the Catholic Church (expressed in documents such as Antiqua et Nova, Dilexit nos, Laudato si'). The analysis shows the complementarity of both these perspectives. Researchers and theologians, recognizing the educational and cognitive potential of technology postulate the need to set strict ethical boundaries, based on the inalienable dignity, freedom and uniqueness of man. The main aim of the presentation is to challenge reductionist views that equate human cognition and moral judgment with algorithmic processes performed by machines. Meanwhile, human conscience, the ability to discern ethically, and transcendence elude computer calculations. In conclusion, it will be emphasized that the search for the right role for AI requires a solid interdisciplinary debate, in which the voice of theology is essential. By integrating ethical reflection, cultural critique, and a holistic vision of the human person, theology provides tools for dialogue with science, protecting the person from degradation. Such a contribution is crucial for technological transformation to serve the common good and not the instrumentalisation of human life.

Keywords: Artificial Intelligence, AI ethics, moral discernment, human dignity

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FROM TEXTBOOKS TO TIKTOK - THE TRANSFORMATION OF LANGUAGE EDUCATION IN DIGITAL CULTURE

Abstract

The rapid development of digital culture and social media has significantly transformed contemporary language education. Platforms such as TikTok, Instagram or YouTube have become informal environments for language exposure, communication, and learning, particularly among younger generations. As a result, foreign language acquisition increasingly occurs beyond traditional classroom settings and formal educational structures. The aim of this presentation is to examine the impact of social media on language education in the context of digital culture. Particular attention will be paid to the educational potential of social media platforms, including increased exposure to authentic language, microlearning practices, learner autonomy, and the development of communicative competences. At the same time, the presentation will address selected challenges associated with social media-based language learning, such as fragmented attention, superficial processing of information, reduced concentration, and the simplification of online communication. The analysis will combine perspectives from glottodidactics, media studies, and digital pedagogy in order to explore the changing role of language education in digitally mediated environments. The presentation contributes to current discussions on the transformation of foreign language learning in the era of social media and reflects on the opportunities and limitations of integrating digital communication practices into language education.

Keywords: Digital culture, glottodidactics, social media

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Kolańska-Stronka Magdalena, Mamcarz Piotr

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John Paul II Catholic University of Lublin

HOW PERCEIVING AI AS HUMAN-LIKE SHAPES STUDENT ATTITUDES AND SELF-IDENTIFICATION WITH TECHNOLOGY: EVIDENCE FROM A LONGITUDINAL STUDY

Abstract

The rapid integration of artificial intelligence (AI) within higher education has intensified the need to investigate the psychological mechanisms that underpin student–technology interactions. This study focuses on self-congruence—the psychological alignment between a student's self-concept and their perception of an AI system—which serves as a critical driver of user satisfaction and academic engagement. Building upon the Technology Acceptance Model, this research explores how the anthropomorphic perception of AI influences long-term user attitudes and self-congruence. A longitudinal study was conducted with a sample of 185 university students (M = 20.73, SD = 3.09). Data were collected at two time points: February 2025 (T1) and May 2025 (T2). During this interval, students reported an increase in their weekly AI engagement, with average usage rising from 2.55 to 4.24 hours. Participants were evaluated using the AISE Anthropomorphic Interaction Scale, the AI Attitude Scale (AIAS-4), and the Self-AI Congruence Scale, all of which demonstrated high internal reliability (α = .81–.90). The study tested three hypotheses regarding the predictive power of anthropomorphism and the mediating role of user attitudes. Path analysis confirmed that higher anthropomorphic perception at T1 significantly predicts self-congruence (β = .289). Furthermore, while AI attitudes and anthropomorphic perceptions showed strong temporal stability, the results revealed a significant longitudinal indirect effect: anthropomorphic perception at T1 influences self-congruence at T2 through the mediation of AI attitudes (total indirect effect β = .292). The final model explained 36.2% of the variance in T2 self-congruence, indicating a robust fit to the data. These findings suggest that designing AI tools with human-like interactive features can foster a deeper sense of alignment among students. By enhancing positive attitudes and bridging the gap between the technology and the user's identity, anthropomorphism serves as a mechanism for increasing motivation and optimizing learning outcomes in digital educational environments.

Keywords: AI anthropomorphism, self-AI congruence, longitudinal study, AI attitudes

About the authors

Dr Magdalena Kolańska-Stronka is a researcher in marketing and consumer psychology, specializing in self–object interaction. Her work focuses on the role of anthropomorphism and self-congruence in shaping user attitudes toward artificial intelligence and their engagement in digital environments. Her research employs advanced quantitative methods, including longitudinal designs and path analysis, to

examine how AI impacts motivation, identity, and learning outcomes. She is affiliated with SWPS University of Social Sciences and Humanities, where she contributes to research on self-object congruence.

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Dr Piotr Mamcarz is a psychologist at the John Paul II Catholic University of Lublin. His research focuses on risk psychology, transportation behaviour, and human performance, with particular emphasis on personality, stress, and decision-making in high-risk environments. He has published in international journals and collaborates with research centres across Europe.

Kowaliszyn Marta
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DIGITAL IMMORTALITY OF AN ACTOR – INTELLECTUAL PROPERTY OR IDENTITY INFRINGEMENT?

Abstract

The presentation addresses the issue of the so-called digital immortality of the actor (digital resurrection) in the context of the dynamic development of artificial intelligence technology and its impact on intellectual property law and identity protection. The aim of the paper is to analyse whether the contemporary legal framework is sufficient for the possibility of generating realistic images and voices of deceased people using deepfake techniques and generative models. The speech pointed to a fundamental paradigm shift: the image of an actor ceases to be just a recording of his performance and becomes an autonomous generative resource that can be repeatedly modified and exploited by film studios. The paper compares the protection of the image after death in the system of continental law, on the example of Polish, where the protection is based on the inalienable cult of the memory of the deceased and expires after 20 years, with the American common law system, which treats the image as a hereditary property right (Right of Publicity) protected for up to 70 years. The analysis covers key ethical and legal dilemmas, such as the lack of post-mortem consent, the risk of violating biographical integrity through instrumental commercialization (e.g. the case of Bruce Lee), and the psychological phenomenon of the "uncanny valley", causing viewers discomfort when receiving digital reconstructions. The considerations are illustrated with case studies, covering the evolution from the artisanal effects of CGI in the 1990s to the modern, fully automated image using neural networks. The final conclusion is that current regulations are fragmented and do not keep up with the pace of technological development, leading to the objectification of the artist as a "digital asset". The author postulates the implementation of systemic solutions, such as digital wills, mandatory marking of AI content, and the unification of international regulations to protect human dignity in the digital age.

Keywords: digital immortality, deepfake, post-mortem image rights, artificial intelligence, intellectual property law

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PERSONALIZED LEARNING IN EARLY CHILDHOOD EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE: OPPORTUNITIES, CHALLENGES, AND THE ROLE OF THE TEACHER

Abstract

Contemporary education is increasingly moving away from the model of uniform teaching towards approaches that consider students' diverse needs, abilities, and learning styles. Early childhood education, in particular, requires the creation of a learning environment that supports children's individual development and active knowledge construction. In this context, information and communication technologies (ICT) and artificial intelligence (AI) tools play an increasingly important role in supporting personalized learning. The aim of this paper is to analyse the opportunities and limitations of using ICT and AI in the personalization of learning in early childhood education. The theoretical framework is based on constructivism and the student-cantered learning approach, both of which emphasize the active role of the learner in the educational process. The paper also discusses the concept of personalized learning in the context of the "Reform 26. Compass of the Future" initiative, which highlights the importance of future competencies and the conscious use of technology in education. The study presents selected examples of ICT and AI applications supporting the personalization of the teaching and learning process, as well as their impact on students' motivation, independence, and engagement. At the same time, the paper reflects on the challenges associated with the use of artificial intelligence in education, including the risk of superficial learning, excessive dependence on technology, and limitations in social interaction. Particular attention is paid to the role of the teacher as a facilitator of the learning environment and a guide for children in the digital world. The theoretical considerations will be complemented by the author's own research conducted using an individual semi-structured interview with an early childhood education teacher who uses ICT and selected AI tools in educational practice. The research findings will be analysed qualitatively and discussed in relation to current perspectives on education in the age of artificial intelligence.

Keywords: personalized learning, early childhood education, artificial intelligence, ICT, teacher's role

About the author

Anna Krawczuk, M.A., PhD student at the Doctoral School of the University of Białystok. Her professional and research interests focus on teachers' professional development and the use of information and communication technologies (ICT) and artificial intelligence in education. She works at a teacher training institution as an expert in educational technologies. She conducts training courses for teachers on the use of ICT in teaching, including artificial intelligence tools. Her research interests

focus on early childhood education, personalized learning, and the role of the teacher in the digital environment.

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Krotke Eliza
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ARTIFICIAL INTELLIGENCE, SUSTAINABILITY AND LANGUAGE EDUCATION: AN ECORITICAL APPROACH

Abstract

Artificial intelligence is increasingly transforming language education, reshaping communication practices, learning environments, and the development of digital competences. At the same time, growing attention is being paid to the environmental costs of digital technologies, including the energy consumption of AI systems, the carbon footprint of data infrastructures, and the ecological consequences of accelerated technological development. In this context, language education may play an important role in fostering both ecological awareness and responsible digital citizenship. This paper explores the ecological dimension of artificial intelligence in English language education from an ecocritical perspective. The study focuses on AI-generated teaching materials and examines the ways in which environmental issues, sustainability, and climate-related narratives are represented in activities created with generative AI tools such as ChatGPT. Drawing on ecocritical discourse analysis and digital pedagogy, the presentation discusses how AI can simultaneously support climate education and reproduce problematic techno-optimistic narratives. The paper also considers the ethical implications of using AI in education and highlights the need to develop ecological digital responsibility among teachers and students. By combining perspectives from glottodidactics, media studies, sustainability education, and AI ethics, the proposed presentation contributes to interdisciplinary discussions on the role of education in shaping more sustainable and critically informed uses of emerging technologies.

Keywords: artificial intelligence, ecocriticism, language education, sustainability, digital responsibility

About the author

Eliza Krotke - Master of English Philology and Polish Philology, and a graduate of the Postgraduate Program for Sworn Translators at the University of Białystok; employed at the Faculty of Philology, University of Białystok; serves as the Head of the Practical Foreign Language Teaching Centre at the University of Białystok. Member of both Polish and international scholarly associations, including the Polish Neophilological Society, the Association for Teacher Education in Europe (ATEE), SERMO, and the Polish Association for the Study of English (PASE). Research interests focus on issues of glottodidactics, ecolinguistics, and translation studies; regularly delivers papers at national and international academic conferences.

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THE DIDACTIC POTENTIAL OF MEMES IN TEACHING POLISH AS A FOREIGN AND SECOND LANGUAGE

Abstract

This paper discusses the didactic potential of memes in teaching Polish as a foreign and second language. Memes, understood as multimodal forms of digital communication that combine text and image to create meaning, are authentic and culturally rich language materials that have so far rarely been used systematically in teaching Polish to non-native speakers. The aim of the presentation is to show how memes can support the development of e.g. communicative competence. The paper will outline the initial assumptions of a project focused on creating a teaching corpus of memes, as well as the criteria for selecting materials, taking into account the challenges resulting from their multimodality and ephemerality. It will also present possible ways of using memes in teaching learners of Polish as a foreign language and users of Polish as a second language.

Keywords: meme, glottodidactics, Polish as a foreign language, Polish as a second language

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Krzysztof Miś, M.A, This paper discusses the didactic potential of memes in teaching Polish as a foreign and second language. Memes, understood as multimodal forms of digital communication that combine text and image to create meaning, are authentic and culturally rich language materials that have so far rarely been used systematically in teaching Polish to non-native speakers. The aim of the presentation is to show how memes can support the development of e.g. communicative competence. The paper will outline the initial assumptions of a project focused on creating a teaching corpus of memes, as well as the criteria for selecting materials, taking into account the challenges resulting from their multimodality and ephemerality. It will also present possible ways of using memes in teaching learners of Polish as a foreign language and users of Polish as a second language.

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COMMERCIAL SHARENTING AS A FORM OF DIGITAL VIOLENCE AGAINST CHILDREN AND YOUTH

Abstract

Currently, the digital world is one of the primary spaces in which those with internet access explore this virtual reality efficiently and thoroughly. This creates new market opportunities for entrepreneurs, marketers, and potential customers. A more diverse digital market allows us, as users, to select content more easily, including who and what we follow. Popular content includes posts and video materials of a sharing nature. Sharing is a social phenomenon involving the publication of an image of a minor by their guardian. We can distinguish several subtypes of sharing, but commercial sharing, which involves the use of a child's image for profit, seems particularly interesting. This monetization of a child is associated with numerous threats, both in real life and online. This provides a solid foundation for examining this phenomenon from the perspective of parental violence. The research field addressed in this presentation is the phenomenon of online sharing, specifically the practice of parents sharing their children's images online. Therefore, to clarify the research field, it is necessary to specify the study's subject. Therefore, the subject of this study is a specific type of sharing: commercial sharing, i.e., parents sharing a child's image online for profit. This refinement of the research field will allow for a more accurate presentation of the phenomenon. In her study, the author will demonstrate how the mechanisms of violence are used in social media run by digital creators. The scope and scope of sharing marketing activities, as well as the potential motivations and consequences of such influences, will be described. Critical content analysis was used to prepare the presentation, based on scientific and press articles, as well as commercial sources such as social media. One of the key factors in selecting sources and literature was the publication date of scientific articles.

Keywords: Sharenting, violence, children, youth

About the author

Sandra Kubiak - I graduated with a first-cycle bachelor's degree in Pedagogy from the Kazimierz Wielki University in Bydgoszcz, specializing in Child Care and Early Development Support. I am currently pursuing a second-cycle degree in Pedagogy and a long-cycle master's degree in special education. I participate in academic life as a member of the Pedagogy Council and president of the Family Pedagogy Research Club. I have conference experience at both the national and international levels, both as a speaker and as an organizer of scientific events. I have authored posters and scientific publications in the field of pedagogy. For my academic achievements, I have twice received a scholarship from the Minister of Science and Higher Education, as well as distinctions from Kazimierz Wielki University: a distinction from the University Committee for Awards and Distinctions for the

best female student for her scientific achievements, and a distinction from the Council of the Second College for the best bachelor's thesis. As a researcher, she specializes in issues such as sharing and violence against children and adolescents.

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Kukiełko Kalina
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ALGORITHMIC EXTENSIONS: MCLUHAN, AI AND ADAPTIVE FASHION

Abstract

In this speech, I analyse how AI-supported adaptive fashion (clothing and accessories for people with disabilities) reshapes the relationship between the body, technology, and the design process. I propose the notion of "algorithmic extensions," in which AI is not merely a tool of optimisation but a co-participant in design, influencing how the body is measured, interpreted, and represented in fashion. Under conditions of post-creativity, as AI systems permeate successive stages of garment production – from body scanning, through modelling and prototyping, to product personalisation – adaptive fashion becomes a privileged space of experimentation. It is here that tensions between standardisation and the singularity of embodied experience become especially visible, particularly in relation to people with disabilities whose bodies often escape normative design models. I examine these processes through the lens of Marshall McLuhan's media theory, treating clothing as an "extension of the skin" and AI systems as further extensions of human perception and imagination. In this perspective, traditional mass fashion based on averaged measurements and typical body types reveals its limitations as a design technology for non-normative bodies. By contrast, technologies such as 3D scanning, digital twins, and generative design enable a more dynamic mapping of the relationship between body and material. I situate the project at the intersection of disability studies, media theory, and the concept of post-creativity, understood as a negotiation between human intuition and algorithmic operations. I introduce the term "algorithmic tailoring" to describe a design practice in which the form of the garment emerges from dialogue between designer, user, and data-driven systems – incorporating not only body measurements, but also movement, tension, and sensory experience. The development of AI-based adaptive fashion transforms the very notion of design: from an activity grounded in static representation of the body toward a process based on its continuous updating and simulation. In this sense, fashion ceases to function solely as a material object and increasingly operates as an interface between the body and technological systems.

Keywords: adaptive fashion, artificial intelligence; algorithmic tailoring, Marshall McLuhan, body

About the author

DrKalina Kukiełko is an Adjunct at the Institute of Sociology, University of Szczecin. She teaches original courses in Fashion Studies as well as Storytelling and Social Communication, which converge in her main area of interest: textile storytelling, that is, how we can tell stories through clothing and textiles. Her current research focuses on fashion in the context of disability (adaptive and inclusive fashion), and she is developing a project that explores how fashion can contribute to making the world a better place. She has been a visiting scholar at Parsons School of Design – The New School in New

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Kulig Mateusz
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FROM THE SOCIETY OF THE SPECTACLE TO THE ALGORITHMIC SOCIETY: PERCEPTION, EDUCATION, AND AI-MEDIATED VISION IN CHINA

Abstract

This paper examines the shift from Debord's "society of the spectacle" to an algorithmic society through the Chinese case. By June 2025, China had 515 million generative-AI users, showing that AI-mediated interfaces have already reached mass social scale. The Chinese regulatory environment offers a particularly dense test case. The Provisions on the Administration of Deep Synthesis Internet Information Services took effect on 10 January 2023; the Interim Measures for the Management of Generative AI Services took effect on 15 August 2023; and the Provisions on Algorithm Recommendation of Internet Information Services took effect on 1 March 2022. The deep-synthesis rules expressly rely on the Cybersecurity Law, the Data Security Law, and the Personal Information Protection Law, while the generative-AI measures require providers to safeguard personal information, data security, and content safety. Against this background, the paper argues that Chinese AI governance does more than restrict harmful content: it also shapes what can be seen, recommended, and learned in digital space. Focusing on AI-generated images, recommendation systems, and educational uses of generative tools, it asks whether regulated visibility produces a more responsible public sphere or a new form of mediated distance between learner and reality. In this sense, China provides a useful lens for understanding how law, data, and image-generation jointly restructure perception, communication, and education in the era of artificial intelligence.

Keywords: artificial intelligence, China, society of the spectacle, digital education, algorithmic perception

About the author

Mateusz Kulig - I am a fourth-year law student at the Faculty of Law and Administration of the University of Warsaw. My academic interests focus primarily on Chinese law, international relations, and the legal implications of emerging technologies. I currently serve as the President of the Scientific Association of Chinese Law and Economy and as the President of the Warsaw–Beijing Forum. In addition, I am the Chair of the Internship Committee of the Student Government at the Faculty of Law and Administration of the University of Warsaw.

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ALTERED SENSORIUM: AI, MEMORY, COGNITIVE OFFLOADING, AND THE FUTURE OF CRITICAL THINKING IN THE HIGHER EDUCATION

Abstract

The rapid integration of artificial intelligence into higher education has significantly transformed the ways students' access, process, and retain knowledge. AI-driven tools such as generative chatbots, automated summarizers, and intelligent search systems increasingly function as cognitive extensions, enabling learners to outsource memory, analytical tasks, and problem-solving processes to digital systems. This phenomenon, often described as cognitive offloading, raises important questions regarding the future of human memory, intellectual autonomy, and critical thinking within academic environments. While artificial intelligence enhances accessibility, efficiency, and personalized learning experiences, excessive dependence on AI-mediated assistance may reduce students' engagement with deep reading, reflective thinking, and long-term knowledge retention. This paper explores the relationship between cognitive offloading and AI intervention in higher education, focusing particularly on their impact on human memory and critical thinking skills. Drawing upon interdisciplinary perspectives from cognitive psychology, philosophy, educational technology, and posthumanist theory, the study examines how algorithmic learning environments reshape cognitive habits and academic practices. The paper argues that AI technologies not only transform pedagogical structures but also redefine the role of memory and intellectual labour in contemporary education. Furthermore, it investigates the tension between technological convenience and the cultivation of independent analytical abilities among students. By critically analysing the growing reliance on AI tools in universities, the study seeks to contribute to ongoing debates concerning digital pedagogy, cognitive dependency, and the ethical implications of artificial intelligence in education. The research ultimately advocates for a balanced pedagogical approach that integrates AI responsibly while preserving human creativity, interpretative capacity, and critical consciousness in the learning process.

Keywords: Cognitive Offloading, Artificial Intelligence, Human Memory, Critical Thinking, Higher Education

About the author

Piyush Kumar, PhD, is currently an assistant professor at Amity University, Lucknow Campus. He completed his PhD at Central University of South Bihar, India. He earned his Bachelor of Arts and Master of Arts in English Literature, both from the prestigious University of Delhi. Dr Kumar has a range of academic interests, particularly in Science Fiction and Posthuman Studies, examining the evolving relationship between humanity and technology and the philosophical questions that arise from

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LONELINESS OF YOUNG PEOPLE IN THE AGE OF AI - CHALLENGES AND THREATS

Abstract

The aim of this presentation is to highlight the links between loneliness, young adults' mental health, and the use of new technologies, including AI. The paper will present research findings indicating the importance of using new technologies in experiencing loneliness. A two-pronged effect can be observed here: on the one hand, using new technologies, including conversations with AI, can provide a form of escape from difficulties and everyday life; on the other hand, loneliness can be a consequence of escaping into the virtual world from real-life and real-world social relationships. Concluding reflections will address the importance of AI in the development of alienation and in coping with loneliness.

Keywords: loneliness, AI, young adults, mental health

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ARTIFICIAL INTELLIGENCE, ALGORITHMIC VISIBILITY AND PUBLIC OPINION ON X AND TIKTOK DURING THE FINANCE BILL 2024 DEBATE IN KENYA

Abstract

The increasing use of artificial intelligence (AI) in digital communication has significantly changed how information is circulated, consumed, and amplified on social media platforms. On platforms such as X and TikTok, AI-driven algorithms influence the visibility of content by determining what users see, engage with, and share online. As a result, these platforms are playing an increasingly important role in shaping public discourse and public opinion, especially during politically charged national debates. This study examines the role of artificial intelligence in shaping public opinion during the Finance Bill 2024 debate in Kenya. The study focuses on how AI-driven algorithmic systems on X and TikTok amplified pro- and anti-Finance Bill narratives across the pre-debate, debate, and post-debate phases. The research is guided by the Multi-step Flow Theory of Communication and the Diffusion of Innovations Theory in explaining how digitally mediated communication and technological influence affect audience perception and online engagement. The study seeks to analyse the proportion of positive, neutral, and negative AI-amplified posts related to the Finance Bill 2024 on X and TikTok. It also examines the relationship between AI-driven algorithmic amplification and the visibility of competing narratives through engagement indicators such as likes, comments, shares, reposts, and views. In addition, the study evaluates changes in public opinion by assessing audience sentiments and dominant narratives during different phases of exposure to AI-amplified content. Methodologically, the research adopts a mixed-methods approach involving content analysis, sentiment analysis, surveys, and qualitative interviews with social media users who actively participated in online discussions surrounding the Finance Bill 2024. Particular attention is given to young digital audiences, especially Gen Z users, who formed a significant portion of online engagement during the debate. As an ongoing study, this paper does not present final findings but instead provides the conceptual and methodological direction of the research. The study contributes to ongoing discussions on artificial intelligence, digital communication, algorithmic influence, and political discourse within African digital environments. It also seeks to provide insight into how AI-driven systems increasingly shape online public engagement and opinion formation in contemporary society.

Keywords: Artificial Intelligence (AI), Public Opinion, Algorithmic Amplification, Digital Communication, X and TikTok.

About the author

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Lasota Oskar
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ROBOT ACTORS - THE SYNERGY OF ART AND TECHNOLOGY IN THE SEARCH FOR PUPPET THEATER OF THE FUTURE

Abstract

This presentation discusses the use of artificial intelligence and robotics in artistic endeavors and their potential for expanding the field of puppet theatre. The research project "Theatre of Form in the Art of Performance," conducted at the Aleksander Zelwerowicz National Academy of Dramatic Arts in Warsaw as part of the Pearls of Science program of the Ministry of Education and Science, aimed to examine the condition of theatre of form in Poland and abroad and to create a unique project that addresses the needs and questions of the puppetry and artistic community. The research encompassed methods from theatre, performance, and cultural studies, as well as study visits to artistic centers in Europe and Asia. The research project also included a series of analyses of visual arts in both classical and contemporary senses, focusing on the presence of means of expression such as space, movement, light, rhythm, and props. The results support the thesis that puppet theatre in Poland can regain its importance through the synergy of art and technology, fulfilling important artistic, educational, and social functions, opening up new avenues for research. Puppetry also has the potential to become one of the most innovative areas of contemporary art, combining tradition with a digital future. Form theatre and performance studies are tools that aid in expressing expression and emotion, as well as fostering social integration. Based on laboratory work with robots used in the performances "ETERO2850" and "Oscar and the Lady in Pink," we will discuss working with a robotic partner on stage in an interdisciplinary artistic endeavor that connects artists, technologists, and scientists. In addition to robotics, the research also focused on the role of young artists and their needs, competencies, language of communication, and the potential to renew current puppet theatre to counteract stagnation.

Keywords: Robots in art, AI in the theatre, SI in the theatre, puppet theatre of the future, theatre of animated form

About the author

Oskar Lasota, M.A., Actor, performer, educator and young scientist, graduate of the Theatre Academy. Aleksander Zelwerowicz in Warsaw. He conducts research on theatrical forms, combining tradition with modern technologies. He is interested in the puppet of the future as a vehicle for human emotion. Will it lose the soul, aura, and energy that define puppetry? Can sensitivity and algorithm coexist?

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Lenart Agnieszka
University of Silesia in Katowice

HUMANIZATION OF COMMUNICATION IN THE AI ERA: THE IMPORTANCE OF SOCIAL COMPETENCIES AND THE THERAPEUTIC ROLE OF LITERATURE

Abstract

The development of artificial intelligence and digital technologies is shaping how people communicate, build relationships, and function within social spaces. In a world dominated by algorithms, social and emotional competencies such as empathy, emotional intelligence, and the ability to create authentic relationships are becoming increasingly important. This presentation aims to demonstrate the role of social competencies in humanising communication and the therapeutic potential of literature in fostering empathy, self-reflection, and psychological wellbeing. The presentation is interdisciplinary, combining perspectives from social communication, positive psychology, and bibliotherapy.

Keywords: humanization of communication, soft/social competencies, emotional intelligence, positive psychology, the therapeutic role of literature

About the author

Dr Agnieszka Lenart - I research identity formation in liminal and crisis contexts, including war, migration, multiculturalism and interculturality, experiences of uprootedness, and identity diffusion. I examine the processes of negotiation, disintegration, and identity reconstruction at the intersection of cultures, with particular emphasis on intercultural communication and the psychocultural consequences of displacement. My research interests also focus on Russian-Israeli literature and culture, as well as ego-documentary literature depicting totalitarian experiences. I approach these texts from a socio- and psychocultural perspective, reading them as testimonies to crises, ruptures, and transformations of identity. I am the author of several dozen scholarly articles devoted to these issues. I conduct soft skills training, intercultural communication workshops, and literature therapy. I am currently undertaking comprehensive training in psychotherapy and psychodrama. I am a member of the Polish Psychiatric Association and of the Scientific Section of Psychotherapy of the Polish Psychiatric Association.

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WILL MAKING MISTAKES BECOME A LUXURY? EDUCATION IN THE FACE OF ALGORITHMIC PERFECTION

Abstract

The dynamic development of artificial intelligence and generative systems is redefining traditional approaches to learning, challenging education with technologies that deliver immediate, near-flawless results. Algorithms take over functions related not only to information retrieval, but also to its analysis, interpretation and synthesis. As a result, modern education is beginning to operate in a reality dominated by the logic of efficiency, optimization and technological „perfection", where the time required to acquire knowledge is shortened as much as possible, and the mistake itself is increasingly viewed as unnecessary or undesirable element. The aim of the speech is to reflect on the role of mistake in human cognitive processes in the era of algorithm dominance. The starting point for the considerations is Guy Debord's concept of the society of the spectacle, according to which the generated image and model of reality replace the direct experience of the world. In this context, modern „vision machines" and algorithmic knowledge models not only reproduce information but also impose specific cognitive standards based on speed and predictability. Human imperfection - understood as uncertainty, experimentation, or intuition - is gradually beginning to lose its value in a culture focused solely on optimal results. The presentation attempts to answer the question whether in a world dominated by „infallible" AI systems, the right to make mistakes, nonlinear thinking and independent pursuit of knowledge will become a luxury and one of the last determinants of authentic human experience. The thesis is put forward that error is not just a defect in the learning process, but has a fundamental developmental function, supporting creativity, critical thinking and cognitive resilience. The presentation is an attempt to reflect on the need to change educational goals — from a model based on achieving ready-made results to an education that develops autonomy, the ability to interpret and creative functioning in a world of algorithmically generated answers.

Keywords: artificial intelligence, education, algorithmization, cognitive bias, spectacle society

About the author

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University of Rzeszów

AI HALLUCINATIONS IN EDUCATIONAL INFOGRAPHICS

Abstract

In an era when generative AI tools are widely used in educational processes at all levels, we continue to face concerns and questions regarding the ethical use of these tools and the factual accuracy of the content they generate. Most often, this naturally concerns written materials; nevertheless, educational infographics are just as frequently generated and used by teachers to illustrate and more easily explain the phenomenon being discussed. And this is where questions arise: to what extent are they reliable and accurate? Do they contain distortions, omissions, or perhaps—as in the case of textual content—hallucinations? And so, what is their actual educational value? Answers to these questions will be presented in this talk.

Keywords: education, generative AI tools, AI in education,

About the author

dr Waldemar Lib PhD, assistant professor at the Pedagogy Institute of the University of Rzeszów, Poland, works at Department of Teacher Education. The main subject of research interests focusses on theoretical and methodological perspectives on education, theoretical and methodological basis of developing and applying modern (multimedia and traditional) methodological studies in education, research on technical and IT vocabulary of general education schools.

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ANTICIPATION OF GUY DEBORD'S THEORY OF *THE SOCIETY OF THE SPECTACLE* IN H.G. WELLS' NOVEL *WHEN THE SLEEPER WAKES*

Abstract

The paper will discuss the problem of the anticipation of Guy Debord's theses on the society of the spectacle in When the Sleeper Wakes by H. G. Wells. The similarities between the two thinkers are striking. As early as 1899, Wells foresaw that future generations would be ruled by images, spectacles, and materialism. Wells's dystopian society is immersed in a spectacle that stabilizes power. The London of the future resembles a stage filled with gigantic screens and luminous messages. The masses living within it, bombarded by visual and auditory stimuli, announcements, and media events, are absorbed in consumption and subjected to a form of control that deprives them of genuine agency. The spectacle transforms people into spectators: passive, emotionally manipulated, subordinated to the system, and interchangeable.

Keywords: H.G. Wells, When the Sleeper Wakes

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Longo Raffaele, Sergio Pappagallo
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BEYOND THE NON-HUMAN: TOWARDS AN AUTONOMOUS THEORY OF MACHINE CIVILISATION

Abstract

Recent debates in posthumanism, new materialism, and artificial intelligence ethics have begun to question the centrality of the human as the privileged locus of agency and subjectivity, yet they remain tethered to an anthropocentric horizon. The very category of the non-human defines emerging agents—animals, artefacts, infrastructures—by negation or derivation from a historically specific figure of the human. This article argues that such a framework is epistemologically insufficient for thinking what is increasingly at stake: the possibility of a machine civilisation in itself, grounded not in human categories but in the internal logics of computational architectures, networks, and protocols. Drawing upon axiology, the philosophy of technology, and computational aesthetics, the article develops a system of six axioms to conceptualise machine civilisation as non-derivative, architecturally conditioned, historically self-articulating, normatively technical, plural, and human decentred. A dedicated methodological section articulates the regulative-transcendental approach that underpins the axiomatic framework, distinguishing it from both speculative metaphysics and empirical prediction. The article further advances the concept of computational phenomenology—an analysis of machine temporality, spatiality, affect, and identity—and proposes an allo-species lexicon adequate to a post-anthropocentric intellectual landscape.

Keywords: posthumanism, artificial intelligence, machine civilisation, philosophy of technology, computational aesthetics

About the author

Prof. Raffaele Longo Composer, music theorist, research and project manager, his background encompasses composition, conducting, piano, musicology, semiotics and project management. PhD in Arts (Composition) at the Vrije Universiteit Brussel e Koninklijk Conservatorium Brussel. A first prize-winner in international competitions for composition (Golden Prestige International Composition Competition, Igor Stravinsky International Competition, Claude Debussy International Composition) and contemporary drama, he is the author of symphonic music, chamber music, music for television and theatre. His works have been published, performed, recorded and produced by prestigious international institutions. Full professor of Music Theory at the Italian Higher Music Education System, he has been a visiting professor at the universities of Berlin, Krakow, Vilnius, Tromso, Brussels, Tallinn, Izmir, Tirana, Hanoi and Hong Kong. Over last years, has been lecturer, speaker and chairman in important meetings of Higher Education in Europe (EU, AEC, EAIE, IHPEI, ERACON, FS-BIOTECH, DAAD). A specialist in Schenkerian analysis and set theory, his most recent publications

focus on: musical dramaturgy and deconstruction; Mozart's theatre; semiotics of contemporary music; entrepreneurship, business and the performing arts; leadership; international cooperation; informal and non-formal learning; cyber and virtual performance; theory of machine civilisation; a grammatological approach to Elliott Carters' harmony; artificial intelligence and robotics applied to music. He is also Head of International Relations Unit of INNEL (Neuroleadership National Institute) and Senior Advisor for international project at the State Conservatoire of Music "Alessandro Scarlatti" in Palermo. Former Head of Unit 'Cooperation, Research & Development, Networks and International Partnerships' at University of Calabria, former Senior Project Manager at Link Campus University and former advisor at the Conservatoire of Music "Santa Cecilia" in Rome. He is leading/has led several international cooperation projects in Europe, Mediterranean (Libya; Gaza), Middle East (Yemen), Latin America (Chile, Argentina), Far East (Vietnam, China, Hong Kong), Balkans (Albania, Montenegro, Kosovo), South Pacific (Fiji Islands) on topic related to knowledge transfer, digital shift, virtual and cyber revolution, AI and robotics.

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Sergio Pappagallo is a PhD Fellow in Human Sciences for Innovation, Inclusion and Sustainability at Link Campus University (Rome). His interdisciplinary doctoral research investigates Lifelong Learning (LLL) at the intersection of contemporary sociology, philosophy of technology, Ethics of artificial intelligence, and Design for Wellbeing, adopting human-centred and value-centred design methodologies. He holds a Master's Degree in Philosophical Sciences from Roma Tre University and is a holder of an LSE Ethics of AI digital badge (LSE Executive Education, Department of Philosophy, Logic and Scientific Method). His published work addresses the ethical, legal, and educational dimensions of artificial intelligence, including articles on the European AI Act (Quaderni di Comunità, 2025), chatbot ethics in educational settings (Journal of Digital Pedagogy, 2024), and the role of academic institutions in impact innovation (in Carrera et al., Impact Innovation in The Wider Mediterranean, WriteUp, 2024). His co-authored article with Raffaele Longo, "Beyond the Non-Human: Towards an Autonomous Theory of Machine Civilisation" — the conceptual kernel of the present monograph — has been published in the Journal of Posthumanism, 6(2), 2026, 732–747 (DOI: 10.63332/joph.v6i2.4019). He has taught courses on Ethics of AI for the Lazio Region's AI Academy and for Link Campus University's Erasmus+ projects. Alongside his academic work, he serves as Policy Associate for EU Funds Acquisition at 89 Global, where he specialises in grant writing and project design for European funding programmes.

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Lysa Anastasiia
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CRITICAL THINKING IN THE ERA OF ARTIFICIAL INTELLIGENCE

Abstract

The dynamic development of artificial intelligence is influencing the way people acquire information, learn, and make decisions, especially students and younger generations functioning in a digital environment. Tools such as ChatGPT provide quick access to knowledge and automatically generate responses, significantly changing the process of learning and information analysis. The aim of this presentation is to discuss the impact of artificial intelligence on the development of critical thinking skills. The paper will address both the benefits of using AI in education and the risks associated with the unreflective use of AI-generated content. Particular attention will be paid to the issues of independent information analysis, evaluation of source credibility, and the risk of disinformation in the digital environment.

Keywords: artificial intelligence, critical thinking, ChatGPT, digital education, disinformation

About the author

Anastasiia Lysa - My name is Anastasiia Lysa and I am a first-year Master's student in Economics at Maria Curie-Skłodowska University in Lublin in Lublin. My academic interests include artificial intelligence, digital transformation, social media, and the impact of new technologies on contemporary society and education. I am also interested in consumer psychology, digital marketing, media communication, and the development of critical thinking skills in the information age.

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THE SOCIETY OF THE SPECTACLE IN PARENTING PRACTICE: AN ANALYSIS OF THE PHENOMENON OF SHARENTING AMONG INTERNET CREATORS

Abstract

This presentation outlines the results of research on the phenomenon of sharenting among macro- and mega-influencers in Poland. The analysis focuses on how a child's private life is integrated into the framework of the "society of the spectacle," becoming a tool for building reach and monetization. Through the observation of Instagram and YouTube accounts, a prevalence of staged situations was identified, in which the child's image is foregrounded for advertising and lifestyle purposes. An important part of the presentation is the introduction of a new category of "conscious sharenting," identified based on the research. The analysis indicates a low awareness among influencers regarding long-term technical and social risks (doxing, digital footprint, sexualization), coupled with a growing number of creators succumbing to the sharenting trend. The research conclusions highlight an urgent need to establish ethical standards in social media to protect the privacy of minors.

Keywords: Conscious sharenting, spectacle society, commercial sharenting, child privacy, social media.

About the author

Aleksandra Łęgowska - educator, student, and head of the Institute of Pedagogical Sciences at the Faculty of Philosophy and Social Sciences of Nicolaus Copernicus University in Toruń. Her main research interests include artificial intelligence, educational methods, the use of AI in education, and sharenting.

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ETHICS AND SOCIAL CONSEQUENCES OF ARTIFICIAL INTELLIGENCE. TITLE: AI, LABOUR DISPLACEMENT, AND THE FUTURE OF WORK: NAVIGATING AUTOMATION IN A GLOBAL, AFRICAN, AND KENYAN CONTEXT

Abstract

The rapid deployment of artificial intelligence and automation technologies is fundamentally reshaping labour markets at a speed and scale that existing social protections were never designed to handle. While global discourse has largely framed AI-driven displacement as a challenge for developed economies, the consequences are arguably most acute in regions where informal employment is the norm, social safety nets are thin, and workers have limited access to digital reskilling opportunities. Drawing on interdisciplinary labour market, political economy, and development studies literature, this paper examines the ethical and social dimensions of AI-induced labour displacement through a layered analytical lens one that situates technological change within structural power relations and distributional justice frameworks drawing on global scholarship, African economic dynamics, and the specific realities of Kenya's labour market. It argues that without deliberate policy intervention, the productivity gains unlocked by AI will deepen existing inequalities rather than distribute benefit broadly. The paper reviews evidence on which job categories face the greatest displacement risk, examines the capital-versus-labour tension at the heart of AI adoption, and critically assesses policy responses ranging from universal basic income to targeted retraining programmes. It concludes with a set of context-sensitive recommendations anchored in social justice, calling for multi-stakeholder governance frameworks, public investment in digital infrastructure, and a reorientation of AI development toward augmentation rather than replacement particularly in economies like Kenya's where human capital remains one of the most powerful assets for long-term growth.

Keywords: Artificial Intelligence, Labour Displacement, and the Future of Work

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TREND 67 — FROM A SHARED CODE TO THE UNKNOWN. A LASTING OR TEMPORARY ELEMENT OF CHILDREN'S CULTURE

Abstract

The article attempts to analyse a contemporary cultural phenomenon functioning within the school environment under the name "Trend 67." Despite the high level of recognition of this term among third-grade primary school pupils and teaching staff, the research indicates a clear discrepancy between the popularity of the expression and the lack of a clear, unambiguous definition. The aim of the study is to examine the role and meaning that "Trend 67" holds in children's and young people's culture, and to determine whether it constitutes a stable element of children's subculture or merely a temporary phenomenon. As part of the study, a survey was conducted among pupils and teachers. The results suggest that the phenomenon functions as an element of group identity formation without substantive conceptual grounding.

Keywords: trend, six seven, TikTok, early childhood education, YouTube

About the authors

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Malinowska Agnieszka
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HUMAN IN THE WORLD OF DIGITAL PERSONALITIES – THE CASE OF VIRTUAL INFLUENCERS

Abstract

The development of new technologies, including artificial intelligence, leads to changes in how identity is constructed, how humanity is understood, and how communication and perception of reality are shaped. An example of this phenomenon is virtual influencers—a new development in social media. These are digital entities that exist solely in virtual space. They are generated using artificial intelligence. The aim of this paper is to present virtual personas as new forms of digital subjectivity. They function at the intersection of humans, technology, and algorithms. An additional element of the analysis will be the presentation of these phenomena in different cultural contexts, with particular emphasis on the differences between Western and Asian cultures. The starting point for the analysis will be Lev Manovich's *The Language of New Media*. According to him, digital media operate as structures based on modularity, automation, and variability. AI influencers are therefore aesthetic constructs. The paper will also draw on Jean Baudrillard's concept of simulation. Digital personalities do not represent existing individuals; rather, they function as simulacra—images without an original referent. It will also be important to present virtual personas as hybrid actors emerging from relations between humans, technology, and media (Bruno Latour). The main thesis is that AI influencers are not only a marketing communication tool but also a symptom of a deeper transformation of digital culture. The boundaries between human, image, and algorithm are becoming increasingly blurred, and digital personas function as simulacra that generate a sense of authenticity and relationality despite the absence of a real human subject. The paper is interdisciplinary, combining sociological, media studies, cultural studies, and technological perspectives.

Keywords: Virtual influencers, artificial intelligence, new media, human being

About the author

Agnieszka Malinowska, M.A., is a graduate of the first-cycle programme in Political and Public Consulting, the second-cycle programme in Political Science, and the second-cycle programme in Media and Culture Studies at the University of Silesia in Katowice in Katowice. She is currently a second-cycle student of Cultural Studies. She has actively participated in 25 academic conferences devoted to artificial intelligence. Her research interests focus on artificial intelligence in culture (including the study of virtual personas, their aesthetics, and visual representation), as well as retromania and the phenomenon of artists of the 1960s.

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LEARNING THE COMPOSER'S EYE: A SUPERVISED APPROACH TO AUDIOVISUAL MAPPING IN LIVE PERFORMANCE

Abstract

When we simultaneously listen and watch, we construct meaningful connections between sonic and visual events, attributing coherence to them and recognizing causal relationships even where none are logically grounded. As Boucher and Piché observe extending Chion's concept of the audiovisual contract to 'Visual Music' the viewer-listener "wilfully abandons everyday reality to immerse themselves in the work, entering into a cognitive contract with it" [Boucher, Piché, 2020]. The audiovisual experience has historically been founded on this paradigm, accepting as coherent those relationships arranged by human sensibility. The use of artificial intelligence in creative processes alters the cognitive contract: perceived coherence may result from associations inferred by an algorithmic system. This paper explores the collaboration between human creation and machine learning in audiovisual performance. Building on Garro's considerations on direct, rule-based mapping [Garro, 2020], it proposes a system in which the composer supplies examples of sound-image associations encoded as datasets. An AI model is trained on these associations to generate visual output in real time from audio parameters, producing results on the basis of the logic internalized from the composer's instructions. In light of the potential loss of human authorship implied by the increasing use of AI models, the discussion focuses on the possibility of employing AI as a coadjutant in the creative process without allowing it to prevail. Can training an AI model extend authorial sensibility and produce content coherent with personal subjectivity? The observations give rise to broader questions concerning the nature of perception and the forms of sensory trust granted to environments designed with AI, at a time when technical mediation is constitutive of aesthetic experience. The analysis examines two recent compositions Circus (2026) and The Three Little Pigs (2025) by Luca Marazzi as observational cases for evaluating the coherence and perception of the system.

Keywords: audiovisual mapping; real-time performance; machine learning; AI; creative practice

About the authors

Luca Marazzi, M.A., a composer working at the intersection of instrumental and electroacoustic music. He studied Guitar and Composition at the Conservatorio di Musica "Arrigo Boito" di Parma, developing a creative practice centred on the integration of acoustic and electronic sound materials. He is currently pursuing a master's degree in electronic music composition at the same institution. His electroacoustic works include Moti Circolari (2014), Hungarian Voices (2016) for violin, synthesizer, and recorded voices, The Three Little Pigs (2025) for acoustic tablet and live electronics, and Circus (2026) for

narrator and live electronics. He has composed music for theatre, including electroacoustic music for Patrizio Dall'Argine's puppet theatre production Leonce und Lena (2013), and for film.

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Gianluca Aresu - a composer, sound designer, audio engineer, and developer specializing in immersive audio, spatial sound, and interactive audiovisual systems. He holds a BA in Electronic Music from the Conservatorio Vincenzo Bellini di Catania and an MA in Electronic Music, Sound Engineering and Electroacoustic Composition, from the Conservatorio Arrigo Boito di Parma, both with highest honours. He is currently a Doctoral Researcher in the Italian National PhD programme at the Conservatorio Agostino Steffani di Castelfranco Veneto, within the curriculum Immersive Technologies Applied to Music. His research focuses on spatial audio, auralization, Ambisonics, Wave Field Synthesis, and the integration of virtual and augmented reality into artistic and heritage-based practices. His work combines composition, sound design, audio programming, and immersive environments through tools such as Max/MSP, Unity, Wwise, and Ambisonics-based workflows. He develops interactive systems for real-time audio processing, spatialization, and acoustic reconstruction. His recent research includes an interactive virtual experience for Meta Quest and Windows centred on the Bazeos Tower in Greece, combining architectural and acoustic reconstruction, auralization, adaptive audio, and original sound design within the Resonances of Stones project.

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HUMAN, BODY AND ALGORITHM - THE TRANSFORMATION OF SPORT AND HEALTH EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE

Abstract

Dynamic development of artificial intelligence (AI), wearable technologies, digital twins, and immersive environments is leading to a profound transformation in the perception of the human body, movement, health, and the learning process. Contemporary sport, physioprophylaxis, and health education increasingly operate within data-driven environments based on algorithmic analysis and predictive modeling. Human beings are becoming both users of technology and sources of data used to create digital representations of their activity and bodily functioning. Digital technologies no longer serve solely as supportive tools; instead, they are becoming active participants in cognitive processes, influencing the interpretation of movement, training-related decision-making, and the understanding of health and physical performance. The aim of this article is to analyze the impact of modern digital technologies on the transformation of the relationship between humans, the body, and cognitive processes in sport, health education, and physioprophylaxis. The paper discusses the process of body datafication as well as the application of wearable devices, AI systems, and digital twins in monitoring biomechanical and physiological parameters, interpreting movement, and predicting injury risk. It also presents the significance of VR/AR environments, biofeedback, and AI-based systems in the education of physiotherapists and health professionals. Particular attention is devoted to the problem of the algorithmization of the body and health, including the automation of training decisions, changes in the human-technology relationship, issues of user autonomy, and the ethical consequences of continuous monitoring of biomechanical and physiological data. The article also identifies the main barriers to implementation, including high infrastructure costs, limited digital competencies among users, lack of data standardization, and issues related to the privacy and commercialization of health data. The need for responsible implementation of digital technologies with consideration of social, educational, and humanistic aspects is emphasized. Consequently, sport and health education are increasingly becoming spaces of interaction between humans, algorithms, and digital models.

Keywords: artificial intelligence, wearables, digital twins, health education, body datafication

About the authors

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analysis. He conducts interdisciplinary research involving biomechanical modelling, human–technology interaction, physiological monitoring systems, and the application of AI and simulation methods in broadly understood medicine. He combines academic research with engineering and industrial experience. Between 2011 and 2019, he co-developed projects in the fields of space technologies, mobile robotics, and electronics at ABM Space Sp. z o.o., serving as Vice President and later CEO of the company. He was also the founder of APPLIED MACHINE LEARNING, a company focused on machine learning, eDiscovery, and forensic informatics solutions. He received his PhD in Physical Sciences from Nicolaus Copernicus University in Toruń, defending a dissertation devoted to the interpretation of selected physiological systems within the multi-agent paradigm for modelling their functioning and communication. He also holds degrees in Technical Physics and Software Engineering.

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scientific board member at international conferences. Her publications have been cited more than 650 times (ISI Web of Knowledge), and she has accumulated over 50 Impact Factor points. She is also the author of textbooks for physiotherapists and students of physiotherapy, medicine, and nursing.

She received the badge of honor from the Society for the Fight Against Disability and recognition from the Polish Physiotherapy Association (PTF) for her contribution to the development of physiotherapy in Poland and internationally. She has also received numerous distinctions and awards from University Rectors for her scientific and research activities.

From 2015 to 2020, she served as the Regional Consultant in Physiotherapy. Between 2020 and 2022, she was an expert for WCPT World Physiotherapy in the field of education and accreditation of medical universities. She participated in the evaluation of programs at numerous international universities and also collaborated with SKVC in the assessment and accreditation of physiotherapy programs conducted by universities in Lithuania. She is Vice-President of the regional authorities for the Kuyavian-Pomeranian Voivodeship of both the Polish Physiotherapy Association and the Polish Rehabilitation Society. She has supervised and reviewed numerous bachelor's and master's theses in physiotherapy, nursing, physical education, tourism and recreation, and sport and wellness, as well as four doctoral dissertations in the disciplines of medicine and physical culture. In addition, she has served as a reviewer of 19 doctoral dissertations. She is an expert member of the International Affairs Committee and the Undergraduate Education Committee at the National Chamber of Physiotherapists.

She collaborates with numerous international clinical and research institutions in the United Arab Emirates, Kuwait, Europe, Canada, the United States, and Australia. However, she primarily focuses on international research conducted in cooperation with La Sabana University in Colombia, where she currently serves as a visiting professor. In 2024, she also began collaboration with the University of Malta.

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FROM TIMELINE TO PROMPT. VIDEO EDITING IN THE AI ERA – BETWEEN PROMISE AND REALITY

Abstract

"Edit me a dynamic film from these three hours of footage. Use shots no longer than five seconds. Make it rhythmic." This is what a video editor's work might look like in 2026 – not at a timeline, but in a chat window. Tools such as Zoea.io, Descript, Runway ML, Kapwing, or VEED.io promise a revolution: no more tedious frame-by-frame cutting, simply describe what you expect, and artificial intelligence will edit the material for you. Sounds liberating. Is it? This paper confronts that promise with practice – from the perspective of an editor, film scholar, and lecturer working with students just entering the profession. The competency dimension. Traditional editing required dual proficiency – technical and dramaturgical. Prompt-based tools promise to remove this barrier, but in practice prove surprisingly tone-deaf: they don't sense rhythm, don't understand pacing, and the promised "conversation" quickly degenerates into dictating timecodes. The professional becomes something like a director with tied hands – possessing vision but losing direct access to the film's material substance. The temporal dimension. The history of editing is a history of acceleration: from real-time miniDV tape capture, through lightning-fast SD card transfers, to... hours or days uploading 4K material to the cloud. The paradox: technological progress masks a return to limitations that seemed long overcome. The privacy dimension. Editing was traditionally an intimate activity – material never left the editing suite or home computer. Today, nearly all new tools operate in the cloud and require surrendering complete, raw footage. For productions worth hundreds of thousands or millions, this is a risk. For a parent editing a child's birthday film – a privacy violation that no one would have demanded a decade ago. Declared encryption remains illusory, and solutions combining AI power with local security still don't exist. Who gains, who loses? Preliminary diagnosis: prompt-based editing may work for productions without authorial ambition – informational materials, events, the wedding industry. For professionals, the balance remains negative. Interestingly, younger generations also approach these tools with unexpected reserve – willing to publish carefully curated content, but reluctant to surrender raw, unprocessed material into others' hands. Prompt-based editing is not a future that's coming. It's a present that demands critical analysis.

Keywords: film editing, video editing, AI editing

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FROM INTEGRATED DIGITAL LEARNING TO THE VIRTUAL HUB: IMMERSIVE TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE FOR INCLUSION IN THE TEACHING OF MUSIC HISTORY IN CONSERVATORIES AND MUSIC ACADEMIES

Abstract

This paper presents an interdisciplinary research pathway dedicated to the teaching of Western music history in conservatories and music academies, exploring the role of digital, immersive, and artificial intelligence technologies as tools for linguistic and intercultural inclusion within international academic contexts. The research originates from a critical reflection on the linguistic, cultural, and methodological difficulties that characterize the learning paths of international students, particularly Chinese students studying Western Music History in Italy. The distance between linguistic systems, differences in educational practices, and the complexity of the historical and artistic references of the Western tradition can generate obstacles to comprehension, participation, and integration within academic environments. From this perspective, technological mediation is investigated as a means of fostering accessibility, personalized learning, and intercultural dialogue. The pedagogical foundation of the research is represented by the textbook History of Western Music for Chinese Students (A. Montali, A. Vaccarone), designed according to the principles of Integrated Digital Learning (DDI) and Universal Design for Learning (UDL). The textbook integrates linguistic facilitation strategies, bilingual sections, graphic and visual supports, conceptual maps, audio content, multimedia materials, and digital resources accessible through QR codes, with the aim of simultaneously supporting disciplinary, linguistic, and cultural learning. More than a simple teaching tool, the textbook constitutes the first experimental phase of the research project and the methodological framework from which the subsequent evolution toward immersive and intelligent environments develops. Building upon this pedagogical foundation, the paper presents an ongoing doctoral research project developed within the Italian National PhD Programme in Artistic Research on Musical Heritage, curriculum Immersive Technologies Applied to Music, coordinated by the Conservatory “A. Steffani” and based at the Conservatory “G. Puccini” of La Spezia. The research aims to design a Virtual Hub that extends the contents and methodological principles of the textbook toward immersive experiences based on virtual reality (VR), augmented reality (AR), and artificial intelligence systems. The Virtual Hub seeks to transform multimedia educational resources into interactive and immersive learning environments capable of supporting intercultural communication, reducing linguistic barriers, and encouraging active participation in the teaching of music history. Particular attention is devoted to the role of artificial intelligence in the preparation of educational materials, adaptive learning processes, and mediation between different linguistic and cultural contexts. The paper also discusses several research

perspectives related to immersive learning and human–AI interaction within artistic and musical education. This evolutionary trajectory — from Integrated Digital Learning to immersive and AI-based educational ecosystems — highlights how contemporary music history pedagogy can progressively integrate emerging technologies not merely as technical tools, but as cultural and relational mediators capable of promoting accessibility, participation, and inclusion. Within the broader context of digital transformation and AI-mediated communication, the research contributes to a critical reflection on the role of technologies in shaping new models of intercultural teaching and shared artistic experience.

Keywords: Integrated Digital Learning (DDI), Virtual Hub, immersive technologies, music history teaching, artificial intelligence, intercultural pedagogy, VR/AR, musical heritage.

About the authors

Prof. Alessandra Montali - PhD in Musicology and Musical Heritage, professor of Music History with a solid background in musicology, performance, and academic leadership. Demonstrated ability to lead and coordinate international research groups and to contribute to the design of European projects aimed at developing innovative artistic and educational programs. Extensive experience in both national and international collaborations. Her research interests and publications range from music history—particularly of the twentieth century—to systematic musicology (cognitive and cultural processes related to music listening), as well as the use of new technologies for the enhancement of cultural heritage from an interdisciplinary perspective. She is currently coordinating the following international research projects: The educational series Opera VR – Virtual Learning and Research Hub (PNRR Project MTNT): 6 virtual reality-based educational modules (4 for university level and 2 for lower secondary school) for teaching music history. https://opera-vr.com/ The international research project Resonances of Stones (HORIZON Project CAPHE), focused on the interaction between architectural reconstruction and acoustic auralization using VR technology for the enhancement of cultural heritage.https://www.mantinea.institute/ros-biennale/ The Experimental Artistic Research Project: A Prototype for Virtual Opera (HORIZON Project CAPHE), dedicated to the application of new technologies (VR, XR, AI) to opera performance. https://zenodo.org/records/17076671 The artistic and performative research project The Role of Women in the Birth of Musical Theater – Conference & Performances (PNRR Project CASTA DIVA), including a publication on opera and gender studies titled ECHOES OF FAITH AND KNOWLEDGE: women's role in medieval music and in the process of cultural transmission of sacred theatre

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IMMERSIVE TRAINING GROUNDS: HARNESSING THE SYNERGY BETWEEN VR AND ARTIFICIAL INTELLIGENCE IN MILITARY TRAINING

Abstract

The modern theatre of war and the national security paradigm are evolving at an unprecedented pace. The armed forces and key uniformed services are compelled to adapt constantly to increasingly complex, multi-domain threats on an asymmetric battlefield. Traditional training methods, based on physical training ground infrastructure, whilst remaining an irreplaceable foundation, face clear limitations in terms of safely and realistically simulating extremely stressful and dynamic combat situations. This presentation addresses the issue of 'immersive training grounds' – synthetic training environments based on the synergistic combination of virtual reality (VR) technology and advanced artificial intelligence algorithms. The main objective of this work is to investigate and demonstrate how the integration of these technologies redefines the cognitive and behavioural processes of soldiers undergoing training. The VR environment guarantees a high degree of sensory immersion, effectively blurring the psychological boundary between simulation and real armed conflict. Artificial intelligence, in turn, moves away from the role of passive, predefined software to become a flexible architect of the battlefield. Autonomous agents, which act as virtual adversaries, are capable of adapting their tactics in real time to commanders' decisions, simulating enemy actions with unprecedented doctrinal and psychological fidelity. An important aspect from the perspective of this topic is the ability to continuously monitor soldiers' biometric parameters and psychomotor responses. This allows AI algorithms to seamlessly modify the intensity of the tactical environment in order to implement the phenomenon of stress inoculation. This process optimises the learning curve and enables the precise development of mental resilience, whilst preventing the negative effects of cognitive overload. The presentation also highlights the analytical dimension of the synergy between VR and AI, which enables an objective, hard-data-based evaluation of the tactical actions of entire subunits. The conclusions indicate that the implementation of immersive training grounds is not merely a superficial enhancement of the teaching process, but a fundamental transformation of military training methodology. It provides an environment in which the verification of operational errors becomes a cost-free, valuable heuristic experience, optimally preparing soldiers for multidimensional operations in the realities of armed conflict in the age of artificial intelligence.

Keywords: virtual reality (VR), artificial intelligence (AI), military training, immersive environments, combat simulation

About the author

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THE GHOST IN THE ARCHIVE: AFRICAN IMAGINATION, HYBRID PRESENCE, AND THE FRAGILITY OF MATERIALITY IN AI-DRIVEN DIGITAL WORLDS

Abstract

The rapid expansion of artificial intelligence and digitally mediated artistic environments has remarkably transformed the ways in which art is produced, circulated, encountered, and interpreted across the world. While these technologies promise expanded accessibility, preservation, and new modes of participation, they also raise critical questions regarding embodiment, cultural context, and the meaning of artistic presence within African epistemological frameworks. This paper interrogates the growing migration of African artistic forms into AI-driven and virtual spaces, arguing that the digitization of artistic experience may simultaneously generate visibility while eroding the material, ritual, and communal dimensions through which many African artistic traditions derive meaning. Drawing principally from Hybridity Theory and African aesthetic thought, the paper explores the tension between material presence and digital simulation in contemporary African artistic expression. It examines how AI-generated environments, virtual exhibitions, algorithmic curation, and digitally circulated representations increasingly detach African artistic objects and performances from their performative, spiritual, and socio-cultural ecologies. In many African contexts, artistic objects are not merely aesthetic artefacts but living embodiments of memory, ritual, community, and relational identity. Their relocation into disembodied digital frameworks therefore raises urgent questions concerning authenticity, sensory experience, cultural translation, and epistemic continuity. Using selected examples from African visual culture, digital exhibitions, and screen-based artistic practices, the paper argues that the future of African artistic participation in hybrid environments must move beyond technological fascination toward culturally grounded models capable of preserving contextual integrity and embodied cultural meaning. Rather than rejecting digital transformation, the study advocates for hybrid frameworks that integrate technological innovation with African modes of perception, memory, participation, and artistic presence

Keywords: Artificial Intelligence (AI); Hybrid Environments; African Aesthetics; Materiality; Digital Art Spaces; Embodiment; Media Transformation; Cultural Memory; Virtuality; African Epistemology.

About the author

Prof. John Mugubi is an Associate Professor of Film and Theatre Arts at Kenyatta University, Kenya, Kenya, and an Affiliate Faculty member at the University of Florida, USA. He serves as Chair of the Africa Regional Association of the International Association of Film and Television Schools (CILECT), contributing to the advancement of film education and scholarly exchange across the continent. His

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FUTURE COMPETENCIES OF YOUNG PEOPLE IN THE CONTEXT OF DIGITAL TRANSFORMATION – THE IMPORTANCE OF EDUCATIONAL MOBILITY AND THE EURODESK NETWORK IN EUROPE

Abstract

Contemporary digital transformation affects all areas of young people's lives, including education, communication, the labour market, and the way social relationships are built. The development of artificial intelligence, process automation, and the globalization of communication require a redefinition of the competencies necessary to function in a dynamically changing socio-professional reality. Today, particular attention is given to so-called future competencies, including critical thinking, digital skills, psychological resilience, cooperation abilities, and intercultural competencies. The aim of the presentation is to demonstrate the importance of educational mobility as an effective tool for developing future competencies among young people. The paper presents the role of international experiences – such as the Erasmus+ Programme, youth exchanges, European volunteering, and international internships – in shaping independence, self-efficacy, adaptability, and readiness to function in multicultural environments. Special attention is devoted to young people from smaller towns and rural areas, for whom educational mobility may become an important factor in equalizing social and educational opportunities. The presentation also reflects on the role of the Eurodesk network as a European youth information system supporting access to development opportunities in the context of information overload and digital chaos. Eurodesk is presented as a tool supporting educational and career orientation among young people and increasing their participation in European educational and civic initiatives. The conclusions indicate that educational mobility and non-formal education play an increasingly important role in preparing young people for the challenges of the digital society and the future labour market by strengthening competencies that cannot easily be replaced by automation and technology.

Keywords: future competencies, digital transformation, educational mobility, youth, Eurodesk

About the author

Dr Małgorzata Muszyńska-Kurnik is an expert in the fields of education, international mobility, and youth competence development. For over 15 years, she has been involved in the implementation of European projects, particularly within the Erasmus+ Programme, youth cooperation, and non-formal education. She has experience as an academic tutor, career counsellor, and trainer of future competencies. Her professional interests focus on future competencies, educational mobility, and supporting young people in planning their professional and international development paths.

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Muzyczka Karolina
Uczelnia Vizja

TAKING INTO ACCOUNT THE FULL RANGE OF FUNDAMENTAL RIGHTS IN RELATION TO ARTIFICIAL INTELLIGENCE

Abstract

When introducing new policies and adopting new legislation on artificial intelligence, the EU legislator and the Member States, acting within the scope of EU law, must ensure respect for the full range of fundamental rights enshrined in the Charter and the EU Treaties. Specific fundamental rights safeguards must accompany relevant policies and laws. In this way, the EU and its Member States should rely on robust evidence regarding the impact of artificial intelligence on fundamental rights to ensure that any restrictions on certain fundamental rights comply with the principles of necessity and proportionality. Appropriate legal safeguards should be introduced to effectively protect against arbitrary interference with fundamental rights and to ensure legal certainty for both developers and users of artificial intelligence. Voluntary programmes to monitor and protect fundamental rights in the development and use of artificial intelligence can further contribute to reducing violations of fundamental rights. In accordance with the minimum requirements of legal clarity – as a fundamental principle of the rule of law and a prerequisite for guaranteeing fundamental rights – the legislator must exercise due diligence when defining the scope of application of any such law relating to artificial intelligence. Given the variety of technologies covered by the term “artificial intelligence” and the lack of knowledge about the full scope of its potential impact on fundamental rights, it may be necessary to regularly assess the legal definition of terms related to artificial intelligence.

Keywords: sztuczna inteligencja; wymiar sprawiedliwości; prawa człowieka; prawa podstawowe; administracja publiczna

About the author

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THE NEXUS OF GAME DESIGN AND AI IN AFRICA

Abstract

The Nexus of Game Design and AI in Africa the intersection of artificial intelligence and game design in Africa represents an emerging field where technological innovation meets rich cultural heritage preservation. As the African gaming market experiences rapid growth, part of a continent whose AI market is estimated at $4.51 billion in 2025 with projections to reach $16.53 billion within five years, AI-driven game development offers unique opportunities for both economic advancement and cultural storytelling. African game developers are increasingly leveraging AI technologies to create games that reflect local experiences, myths, and cultural traditions. A qualitative analysis of African video games developed by students reveals that creators draw upon deeply rooted cultural myths and personal experiences to produce culturally authentic interactive content. This trend extends to the preservation of indigenous knowledge systems; for instance, research on digitising traditional children's games in South Africa demonstrates how technology can steer indigenous knowledge toward modern applications while safeguarding cultural heritage. Similarly, AI has been explored for preserving Igbo folktales through storytelling, myths, legends, and epics, though researchers acknowledge the complexities of deploying AI within culturally sensitive heritage sectors. The concept of the "Black Digital Griot" illustrates how AI can bring African artifacts and symbols to life, incorporating elements of African folklore and mythology to help communities reconnect with their cultural roots. Cross-cultural game jams and digital storytelling initiatives, such as projects adapting the African oral myth of the Tokoloshe, further demonstrate how game design serves as a bridge between traditional narratives and interactive digital media. Research on generative AI and player-AI interaction in indigenous folklore games provides transferable ethical frameworks for AI deployment in culturally sensitive game design contexts. From a technical perspective, AI applications in game development broadly include procedural content generation, intelligent NPC behaviour, and adaptive gameplay systems. Large language models have shown practical utility in generating game levels and content suggestions, while recent scholarship highlights how AI facilitates the transmission of historical and cultural heritage through games, using titles like Black Myth: Wukong as case studies. Despite these advances, challenges remain, including limited local AI infrastructure, ethical concerns surrounding cultural representation, and the need for frameworks that centre African voices in the design process. The convergence of AI and African game design holds significant promise for creating economically viable, culturally resonant interactive experiences that amplify underrepresented narratives on the global stage.

Keywords: Africa, Generative AI, Game design, non-Player Character, traditional culture

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DIGITAL ROLE MODELS ON SOCIAL MEDIA

Abstract

Contemporary children and adolescents are growing up in a world in which social media have become one of the most important educational and socializing environments. It is there — in short videos, stories, series of posts, and everyday micro-narratives — that young people encounter their new heroes, guides, and role models. Influencers and online creators not only present a particular lifestyle, but above all tell stories that shape ideas about success, relationships, appearance, emotions, and everyday life. The presentation analyses how narratives created by popular influencers become a source of norms, aspirations, and meanings for young audiences. Based on selected examples of accounts run by well-known creators, it discusses contemporary models of "digital role models." On the one hand, these may serve as inspiring developmental narratives through stories of authenticity and self-acceptance; on the other hand, they may reinforce pressure, social comparison, and unrealistic expectations toward oneself.

Keywords: social media, education, upbringing, youth

About the author

Dr Ewa Nowicka - assistant professor, employed since 2001 in the Department of Media and Information Technologies at the University of Zielona Góra. Her academic and research interests focus on issues related to pedagogy and media education, including the role of information technologies in working with children who experience specific difficulties in learning to read and write, pedagogical media-related risks, the place and significance of media in the family, education, upbringing, and the development of children and young people, as well as the challenges faced by schools and families in the world of social media. Since 2001, she has been involved in the activities of the Zielona Góra Branch of the Polish Dyslexia Association. Her academic achievements include, among others, the monograph Media – Dyslexia – Pedagogical Therapy, as well as articles such as Multimedia in Pedagogical Therapy, Media Education in the Face of Threats in the Digital World of the Child, and Artificial Intelligence as a Challenge for Media Education.

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THEATRE FOR DEVELOPMENT (TFD) IN THE DIGITAL AGE THROUGH A COMPARATIVE EXPLORATION OF MARKET SPACES AS SITES OF PERFORMANCE, COMMUNICATION, AND TECHNOLOGICAL INTERACTION IN THE KENYATTA UNIVERSITY AND MIKANG-NIGERIA

Abstract

This study examines Theatre for Development (TfD) in the digital age through a comparative analysis of student-led TfD experiences in Kenya and Nigeria, specifically the Kenyatta University, Kenya, Kenya (KU) TfD market project in Kenya and the Mikang-Nigeria market experience. The study reconceptualises market spaces from conventional centres of trade and social interaction into dynamic sites of performance, communication, and technological interaction. It explores how students integrated participatory theatre with digital technologies to engage communities, stimulate dialogue, and address development concerns within market environments. Anchored on participatory communication and performance theories, the study investigates the role of digital technologies in reshaping contemporary TfD practice. The independent variables include digital technology integration, participatory performance strategies, and market-space dynamics, while the dependent variables are audience engagement, community participation, and development communication outcomes. Using qualitative and practice-based research methods, data were collected through participant observation, interviews, focus group discussions, performance documentation, and reflective experiences from student practitioners in both Kenya and Nigeria. The objectives of the study are to examine the transformation of market spaces into interactive performance environments, investigate the influence of digital technologies on TfD practice, analyse the use of participatory performance in development communication, and compare the Kenyan and Nigerian student experiences. Findings reveal that the incorporation of smartphones, social media platforms, live recordings, and digital documentation expanded audience participation and extended TfD engagement beyond immediate physical performance spaces. The novelty of the study lies in its introduction of the concept of digitally mediated market performativity, where physical theatre and digital interaction function simultaneously within public spaces. Unlike traditional TfD approaches that emphasise face-to-face mobilisation, this study demonstrates how digital technologies are redefining audience interaction, participation, and sustainability in community theatre practice. The study further contributes a comparative transnational perspective on how African university students adapt indigenous TfD methodologies to contemporary technological realities.

Keywords: Theatre for Development, Digital Technology, Market Spaces, Participatory Communication, Community Performance.

About the author

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CHANGING ADVERTISING CULTURE IN KENYA FROM HUMAN MODELS TO AI GENERATED FACES: A CASE STUDY OF SAFARICOM PLC.

Abstract

Artificial intelligence is becoming a great part of modern advertising. In Kenya, the use of AI-generated imagery in print advertising has sparked discussions on creativity, authenticity and the changing role of actors or models in the Kenyan entertainment industry. This study aims at analysing the use of AI-generated advertising imagery in selected Kenyan advertising campaigns by focusing on how much human representation and performative labour are being transformed within contemporary digital media culture. This research analyses selected print advertising campaigns by Safaricom PLC, particularly those that employ AI-generated imagery in place of human models and performers. This is a qualitative descriptive study which employs Guy Debord's theory of the society of the spectacle as its main theory. The main idea is that people who are viewed as clientele by these entities have began to interact more with representations and visual constructions than with actual human presence. This has been amplified by the time audiences spend watching AI content on social media. This is a variant that cannot be ignored. The study employs this theory with the aim of examining how mediated and synthetic images shape visual culture, spectatorship and human visibility in advertising. The study introduces artificial intelligence and advertising culture in Kenya, analyses the transition from human-centred advertising to AI-generated visual representation in selected Safaricom campaigns and examines issues of authenticity, visibility and performative labour in AI-generated advertising imagery. The study observes that AI-generated advertising imagery reflects broader transformations in Kenyan media culture in which synthetic representations increasingly replace embodied human performance. This study further notes that while AI offers new creative and commercial possibilities, it also changes how audiences perceive human presence, creativity and representation within contemporary advertising culture.

Keywords: Artificial Intelligence (AI), Advertising Culture, Kenyan Media, Visual Representation, Performative Labour

About the author

Gadwill Odhiambo Ochieng - a Kenyan artist who has curved a niche in theatre and film. Having served in different capacities, his works are notable in the Kenyan theatre space with performances on Sarafina, The trial of Dedan Kimathi, and adaptations of Moliere's classical plays. Gadwill is a master's student of film and theatre at Kenyatta University, Kenya, Kenyaand currently on an Erasmus programme at the Academy of Fine arts in Warsaw.

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"STUDENT OF THE YEAR" – HOW STUDENTS SHOW THEIR PERSONALITY AND PRESENT THEMSELVES IN A COMPETITION SETTING

Abstract

The presentation explores how young people express and present themselves in today's digital culture and immersive online environments. It introduces an educational initiative and a competition designed to recognise exceptional students from Polish Saturday schools across the United Kingdom affiliated with the Polska Macierz Szkolna. As part of the project, participants create short films that reflect their personality, achievements, passions, and commitment to promoting the Polish language and Polish culture. Through these digital stories, young people share not only who they are, but also how they navigate questions of identity, belonging, and cultural heritage in a technologically connected world. The presentation draws on case studies, narrative analysis of the students' films, participant observation, and interviews with prize-winning students. It highlights how digital storytelling can become a powerful tool for self-expression, cultural identity formation, and engagement within the Polish diaspora community.

Keywords: self-presentation, immersive environment, Polish Educational Society, Polish School Balham, digital storytelling.

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BETWEEN IMAGE AND ALGORITHM – DOES ARTIFICIAL INTELLIGENCE REPLACE HUMAN COGNITION?

Abstract

The dynamic development of artificial intelligence systems leads to significant transformations in the ways humans perceive, interpret, and construct reality. The research problem addressed in this study focuses on determining whether algorithmic models of data processing can replace human cognition or merely function as its extension, thereby reshaping the relationship between the cognitive subject and the world. The aim of the paper is to analyze the tension between image and algorithm as two dominant forms of representing reality in the age of artificial intelligence, with particular emphasis on the consequences for human cognitive autonomy. The methodology applied in this study is based on a theoretical and critical analysis of literature in the fields of philosophy of technology, media theory, and cognitive science, with reference to the concept of the society of the spectacle proposed by Guy Debord, as well as contemporary approaches to the algorithmization of reality. Key concepts include artificial intelligence, cognition, perception, algorithmization, cognitive autonomy, representation, and reality modelling. The analysis demonstrates that contemporary artificial intelligence systems not only mediate access to information but also actively participate in its selection, interpretation, and prioritization, leading to the emergence of new forms of "seeing without looking." Images generated by algorithms are no longer merely representations of reality but become its statistical models, based on data and patterns, thereby shifting the focus from direct experience to mediated processing. As a consequence, the cognitive process undergoes transformation—from an active act of interpretation to interaction with pre-structured systems of meaning produced by technological systems. At the same time, it is indicated that despite the growing role of algorithms, human cognition is not entirely replaced but rather transformed, which manifests in changes in decision-making processes, evaluation of information credibility, and knowledge construction. The conclusions suggest that artificial intelligence redefines the conditions of cognition by introducing a new dimension of mediation between humans and reality, raising questions about the limits of cognitive autonomy and the nature of knowledge in an algorithmic environment.

Keywords: artificial intelligence, cognition, algorithmic perception, representation, autonomy of knowledge

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AI AS A CREATIVE TOOL: INSIGHTS ON THE ROLE OF AI IN DELINEATION KENYAN FOLKLORE

Abstract

This paper examines the role of AI as a creative resource in delineating Kenyan folklore. It pays special attention to narrative style specifically in legends. While attempts have been made to preserve most Kenyan legends because of their potential as cultural artifacts and tools for delivering important messages in the society, folklorists have also paid attention to the manner in which the legends are delivered. In the traditional Kenyan context, legends as narratives were delivered by word of mouth through a designated oral artist chosen by the community, to a live audience that also participated in the narrative process. During the narration the oral artist used various techniques to sustain the attention of the audience such as rhetorical questions, direct address, active participation among others. Modernity has led to the diminishing role of the oral artist where communities no longer congregate for oral narrative sessions. Instead, focus has shifted to digital storytelling where the oral artist has been replaced by the digital narrator. AI in digital storytelling of Kenyan legends is notable. This paper therefore examines how AI has assumed the role of the oral artist/narrator and the techniques that have been employed to capture and sustain the attention of the viewer. It also examines how AI has enhanced the narrative process and depiction of characters. The digital narration of the Kenyan Legend Lwanda Magere not only preserves and enhances the narrative, and augments its effect on the viewers, it also presents opportunity for global and intercultural discussions on the role of AI in creatively communicating important cultural concepts, ideas and perceptions in the modern society.

Keywords: artificial intelligence, creative tool, folklore

About the author

Evelyn Ojiambo-Hongo, PhD, is an accomplished educator, researcher, and academic leader at Kenyatta University, Kenya, where she serves as a lecturer and Head of Department in Communication, Media, Film and Theatre Studies. She specializes in Film, Theatre, Media, and Literature, and is a passionate advocate for the arts. Dr Hongo has a vast experience in teaching across the various levels of Education in Kenya: secondary, teacher training and university. Among other achievements, she has contributed to the introduction of Gender Responsive Pedagogy (GRP) in teacher training. Her research focuses on highlighting the contributions of women in the arts through both written and audio-visual approaches, with particular attention to voices that have often been overlooked. Notably, her work includes studies on the late Grace Ogot, exploring myth and storytelling from a female perspective. She has also engaged in research in children's film and initiatives aimed at empowering the girl child. Dr Hongo combines strong academic scholarship with practical industry experience in film production,

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DESIGNING ETHICAL AI FUTURES _ PROTECTING CREATIVITY IN KENYA'S ART ECOSYSTEM

Abstract

AI presents major opportunities for innovation, productivity, and expanded access to services. In Kenya's creative economy, AI tools are increasingly used in art, design, music, film, advertising, gaming, and digital media through generative design, automated editing, translation, audience analytics, and virtual storytelling. Despite these benefits, the research highlights serious ethical concerns. These include copyright infringement, unclear ownership of AI-generated content, algorithmic bias, labour displacement, data exploitation, surveillance, and unequal access to technology. In Kenya's creative sector, artists fear that AI systems trained on local cultural expressions may reproduce indigenous designs, music styles, or languages without consent or compensation. In communal settings, citizens express concerns about fairness, trust, privacy, and the lack of public understanding of how AI systems function. The existing global AI frameworks are often based on Western individualistic assumptions and may fail to reflect African communal values, collective creativity, and local traditions. Need for a context-sensitive ethical AI framework grounded in Kenyan realities. Key principles include protecting human creativity, ensuring fair compensation, promoting transparency, respecting cultural heritage, supporting inclusion, and strengthening public participation in governance. Also promoting AI literacy in universities, schools, and communities so that people can use AI critically and responsibly. Policy reforms are recommended in areas such as copyright law, data protection, labour rights, and platform accountability. Methodologically, the research draws on literature reviews, and critical reflection to understand local experiences and perceptions of AI. The findings suggest that Kenya has strong potential to become a leader in ethical grounded AI innovation if development is guided by ethics. Kenya can build an AI-enabled creative future that empowers artists, strengthens local industries, and preserves national identity. Ultimately, AI should not be adopted only for efficiency or profit, but as a tool that advances creativity, community welfare, and national development while protecting dignity and cultural sovereignty.

Keywords: Artificial Intelligence, AI Ethics, Kenya, Creative Industries, Innovation

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design learners in discovering optimum solutions using a creative and pragmatic approach, while exceeding client expectations through strong communication and inspired designs.

Openda Donald
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HYBRID THEATRE AND THEATRE FOR DEVELOPMENT IN EAST AFRICA

Abstract

Hybrid Theatre and Theatre for Development in East Africa This paper examines the convergence of hybrid theatre and Theatre for Development (TfD) as innovative frameworks for digital storytelling and immersive environments in the age of artificial intelligence. By situating performance within the thematic area of digital narratives, storytelling, and immersive environments (VR/AR), the study highlights how immersive technologies can transform participatory theatre into a powerful tool for community empowerment, cultural innovation, and social impact in East Africa. Hybrid theatre, characterized by the integration of augmented reality (AR), virtual reality (VR), interactive projections, and participatory elements, expands traditional storytelling into multisensory, immersive experiences. These environments blur the boundaries between audience and performer, enabling participants to inhabit narrative worlds and engage with social issues in transformative ways. In East Africa, hybrid theatre offers unique opportunities to reimagine indigenous storytelling traditions, amplify marginalized voices, and foster new modes of perception and communication. Theatre for Development, rooted in participatory dialogue and collective action, provides a complementary framework for embedding immersive technologies within community-driven narratives. When combined with VR/AR, TfD evolves into digital participatory theatre, where communities co-create stories in interactive environments that reflect their lived realities. This fusion democratizes access to cultural production, strengthens civic engagement, and situates local narratives within global debates on media, activism, and inclusive development. The paper proposes a strategic action plan for embedding hybrid theatre and TfD into East Africa's performing arts ecosystem. Key recommendations include: Capacity building through training artists in VR/AR tools and participatory design. Resource mobilization via funding initiatives and collaborative projects. Community engagement through workshops translating local narratives into immersive performances. Sustainability by ensuring cultural sensitivity and community ownership of digital projects. Case studies from Kenya and beyond illustrate the practical application of these approaches. Examples include community-based VR workshops where youth co-create digital narratives addressing social justice, and interactive hybrid performances combining live theatre with AR projections to stimulate dialogue on civic participation. These cases demonstrate how immersive storytelling can catalyse both artistic innovation and social transformation. In conclusion, the integration of hybrid theatre and TfD within the framework of digital narratives and immersive environments underscores their potential to ignite the future of East African performing arts. By merging participatory storytelling with immersive technologies, the sector can achieve financial sustainability while maximizing social impact. In the era of AI, such practices exemplify how digital

creativity can serve as a pathway to inclusive development, amplifying voices, fostering solidarity, and advancing social justice.

Keywords: Hybrid Theatre, Theatre for Development (TfD), Digital Storytelling; Immersive Environments (VR/AR), Community Empowerment.

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Donald Openda, M.A., a seasoned creative and scholar from Nairobi, Kenya. He is currently pursuing a master's degree at Kenyatta University, Kenya, focusing on digital narratives, performing arts, and youth activism. His work bridges artistic practice with academic research, advancing innovative approaches to hybrid theatre and Theatre for Development. Through participatory storytelling and immersive technologies (VR/AR), he seeks to empower communities, amplify marginalized voices, and promote inclusive social transformation.

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MANAGING RESPONSIBILITY IN THE AGE OF AI - ETHICAL CHALLENGES AND SOCIAL IMPLICATIONS FOR ORGANIZATIONS

Abstract

The rapid development of artificial intelligence (AI) has become a key driver of transformation in contemporary organizations, significantly affecting decision-making processes and management models. As algorithmic systems gain increasing autonomy, there is a growing need to redefine organizational responsibility, particularly in the context of ethical challenges and broader social implications. The aim of this paper is to analyse the challenges of managing responsibility in the age of AI and to identify their implications for the quality of management in organizations. The study adopts an interdisciplinary approach, combining insights from management science, technology ethics, and organizational governance frameworks. Particular attention is given to issues such as the diffusion of responsibility in automated decision-making processes, the lack of transparency of algorithmic systems (the so-called "black box" problem), data bias, and the loss of human oversight and control. The paper also examines the impact of AI on the quality of managerial decisions, considering both the benefits associated with increased efficiency and the risks related to reduced critical thinking and overreliance on technological systems. The findings highlight the necessity of implementing comprehensive AI governance models that integrate ethical, regulatory, and quality-related dimensions. Emphasis is placed on the need to develop mechanisms ensuring accountability, transparency, and auditability of AI systems as key factors in maintaining stakeholder trust. Furthermore, the study underlines the growing importance of managerial competencies related to the responsible and informed use of advanced technologies. The conclusions drawn may serve as a foundation for further empirical research and provide practical guidance for organizations in designing AI implementation strategies aligned with the principles of sustainable and responsible development.

Keywords: AI ethics, responsibility management, organizational governance, social impact, decision-making quality

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Anna Orchel, M.A., independent author, graduate of AGH University of Science and Technology in Kraków and the Warsaw School of Economics. My research interests focus on sustainable organizational development, digital transformation, and the impact of modern digital technologies, including artificial intelligence, on management processes and decision-making. I pay particular attention to issues related to the responsible implementation of technology, the role of CSR, and their significance for the quality of management and the long-term value of organizations. Professionally,

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Orwat-Kapoła Arleta
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VIRTUAL THERAPISTS- A FORM OF HELP OR PSYCHOLOGICAL VIOLENCE

Abstract

The rapid development of artificial intelligence has made virtual therapists increasingly accessible as tools for mental health support. AI-based applications offer users conversations resembling therapeutic interactions, providing anonymity, accessibility, and immediate responses. For many individuals, they represent a first form of support during emotional crises or a supplement to traditional psychotherapy. At the same time, important questions arise regarding the ethical responsibility of technology toward users and the psychological risks associated with its misuse. The aim of this presentation is to analyse the phenomenon of virtual therapists from the perspective of both psychological benefits and potential harms. The discussion will address the positive aspects of AI in mental healthcare, including improved accessibility to support, reduction of social stigma, and the possibility of monitoring users' emotional states. At the same time, attention will be given to potential risks such as emotional manipulation, technological dependency, lack of accountability for harmful responses, and the limited ability of AI systems to fully understand human suffering and emotional complexity. The presentation will attempt to answer whether virtual therapists can serve as a safe and effective form of psychological support or whether, under certain conditions, they may become a source of psychological abuse and intensification of emotional crises.

Keywords: virtual therapists, mental health, ethics of technology, psychological abuse

About the author

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AUTONOMY, COOPERATION, AND EXPERIENCE: THE SYNERGY OF THE DALTON PLAN AND OUTDOOR EDUCATION IN FOREIGN LANGUAGE TEACHING IN THE ERA OF AI

Abstract

In the era of the rapid development of artificial intelligence (AI) and the progressive digitalization of children's living spaces, early childhood glottodidactics faces the necessity of redefining its priorities. As digital technologies easily replicate and generate linguistic content, the key task of the contemporary school becomes developing uniquely human competences and returning to natural, sensory methods of exploring the world. This presentation is theoretical and conceptual in nature and attempts a systemic integration of two significant currents of alternative pedagogy: the Dalton Plan and outdoor education. The main objective of this paper is to substantiate the synergy between these two approaches in foreign language teaching (with a particular focus on the English language). Grounded in the constructivist paradigm, John Dewey's pragmatic concept of experiential learning, and Lev Vygotsky's social development theory, the analysis explores how shifting the Dalton principles of independence, responsibility, and cooperation into outdoor spaces dynamizes the process of natural language acquisition. The presentation introduces an original approach to this synergy through the author's own P.A.R.K. model. In an age dominated by digital technologies and AI, the proposed theoretical model makes a valuable contribution to the discussion on embodied cognition and the neurodidactic determinants of foreign language acquisition, offering an alternative, holistic vision of modern early childhood education.

Keywords: English Language Teaching (ELT), Primary Education, Dalton Plan, Outdoor Education

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BETWEEN LEADERSHIP AND SURVEILLANCE: REDEFINING PERSONNEL MANAGEMENT IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE, LABOUR LAW, AND THE LIMITS OF EMPLOYEE MONITORING

Abstract

The lecture entitled "Between Leadership and Surveillance: Redefining Personnel Management in the Context of Artificial Intelligence, Labour Law, and the Limits of Employee Monitoring" addresses the transformation of contemporary personnel management models resulting from the increasing implementation of artificial intelligence (AI) systems in the workplace. The dynamic development of tools based on data analytics, employee activity monitoring, and algorithmic decision-support systems is reshaping the relationship between employers and employees, while simultaneously transforming organisational structures and contemporary leadership practices. The aim of the lecture is to analyse the impact of AI systems on personnel management processes, with particular emphasis on the tension between organisational efficiency and the protection of employee rights, including the rights to privacy, autonomy, and dignity in the workplace. The discussion focuses on the phenomenon of extended employee surveillance, including activity monitoring, behavioural profiling, productivity analytics, and predictive employee assessment models used in managerial and HR-related processes. Particular attention will be devoted to the issue of "hidden surveillance", understood as situations in which algorithmic systems gradually assume control and decision-making functions traditionally exercised by managers. The lecture adopts an interdisciplinary approach combining perspectives from management studies, labour law, and the ethics of technology. The analysis also refers to European regulations concerning personal data protection and artificial intelligence systems, particularly the General Data Protection Regulation (GDPR) and the AI Act, highlighting their role in defining the legal, proportional, and transparent use of surveillance technologies in the workplace. The lecture seeks to answer whether the implementation of AI strengthens leadership functions and organisational efficiency or whether it represents a form of progressive algorithmisation of management and dehumanisation of employment relations. In conclusion, the presentation emphasises the need to develop a new model of personnel management based on balancing technological innovation, organisational effectiveness, and the protection of human rights and employee subjectivity in the digital work environment.

Keywords: artificial intelligence, personnel management, employee surveillance, labour law, ethics

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Pawlikowska Martyna
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ARTIFICIAL INTELLIGENCE AS A THREAT TO FUNDAMENTAL HUMAN RIGHTS

Abstract

The rapid development of artificial intelligence-based systems currently poses one of the most serious challenges to the modern world and puts the position of the individual in a technological society to the test. These reflections focus on a critical analysis of the mechanisms by which automated decision-making systems can interfere with fundamental rights and freedoms, often operating in opaque, difficult-to-verify ways. The primary issue under analysis is the gradual curtailment of human autonomy through the scale of automation in decision-making processes. Attention should be focused on the risk of creating total surveillance systems. The use of advanced tools for analysing biometrics and recognising behaviour in public spaces fosters the creation of surveillance mechanisms that affect freedom of assembly and the right to privacy. This increases social pressure and self-censorship, which may permanently transform the relationship between the individual and the state. Another significant aspect is the discrimination perpetrated by algorithms. Analysis shows that artificial intelligence systems, based on historical datasets, tend to perpetuate existing social prejudices. This process leads to the dehumanisation of the individual, who ceases to be treated as a subject but becomes a set of statistical parameters. In this context, the issue of threats to freedom of opinion must be analysed. Mass disinformation and technologies manipulate audiovisual content, undermining human cognitive sovereignty, which threatens democracy. In conclusion, questions will be raised as to where the boundaries of technology's use in human life should lie. The need for better protection of the individual's agency will be emphasised in a world where an increasing number of important decisions are made with the involvement of artificial intelligence systems. It is important to maintain human control over technology, so that the development of AI does not lead to the gradual erosion of the values upon which a free society is based.

Keywords: artificial intelligence, human rights, privacy, AI regulation, algorithmic discrimination

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THE INFLUENCE OF MEDIA COVERAGE ON THE SOCIAL PERCEPTION OF CRIMINAL OFFENDERS

Abstract

Contemporary media play a significant role in shaping the social image of crime and the perception of perpetrators of criminal acts. The aim of this presentation is to analyze the influence of media messages on the social perception of criminal offenders and to demonstrate the mechanisms through which mass media create specific narratives surrounding criminal cases. The considerations are based on an analysis of literature in the fields of media studies, criminology, criminal law, and social psychology. The presentation discusses the functions of the media in reporting criminal cases, with particular emphasis on their informational, educational, and opinion-forming roles. It also examines the processes of gatekeeping and framing, which influence both the selection of information about crimes and the manner in which such information is presented. Furthermore, the analysis addresses the phenomena of sensationalism, clickbait, and tabloidization in crime-related content, which increase audience interest at the expense of reliability and accuracy. An important element of the presentation is the demonstration of how media contribute to the stigmatization of offenders and the reinforcement of social stereotypes related, among others, to gender, physical appearance, and sexual orientation. The presentation also addresses issues of media ethics in the reporting of criminal matters, with particular attention to the problem of secondary victimization of victims, violations of the privacy of participants in legal proceedings, and the impact of unreliable media coverage on public opinion.

Keywords: media, crime, offender, social perception, stigmatization

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Poczyczyńska Zuzanna
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LEGAL MEASURES TO PROTECT AGAINST THE IMPACT OF ARTIFICIAL INTELIGENCE ON COGNITIVE ABILITIES

Abstract

The aim of the presentation is to identify legal measures, both preventive and remedial, to protect against the negative impact of artificial intelligence on human cognitive abilities. The starting point for addressing this topic, which is of growing practical significance, was the widely discussed publication "Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Tasks". This study on the impact of artificial intelligence on the functioning of the human brain when producing longer written texts demonstrated that regular reliance on artificial intelligence whilst writing may impair critical thinking and learning skills. In view of the growing exposure to this risk, resulting from the increasingly widespread use of artificial intelligence, including by young people, there is a need to explore the legal options for protection against it. In this presentation, the author outlines three potential legal solutions to this problem, which may be applied separately or in combination. The first is to set out, in binding legal acts, requirements for the design of artificial intelligence systems in accordance with the 'prevention through design' approach, so that the system itself informs the user of the potentially harmful effects of its use and is devoid of mechanisms that encourage prolonged use. The second idea is for EU or national authorities to provide guidelines in the form of guides and training for consumers on how to use artificial intelligence whilst minimising the risk of cognitive debt. The third idea is to grant a claim analogous to that in the landmark K.G.M. ruling regarding compensation from Meta and YouTube for causing a young woman to become addicted to social media.

Keywords: artificial inteligence, digital fairness, cognitive debt, AI regulations, legal protection

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FROM HAL TO SAMANTHA AND BEYOND: HUMAN–AI RELATIONSHIPS IN CONTEMPORARY CINEMA—THE EVOLUTION OF NARRATIVES, ANXIETIES, AND HOPES

Abstract

Over the past two decades Western cinema has shifted from the cyber-dystopias toward a much more nuanced representation of artificial intelligence. This paper investigates how recent feature films negotiate the human–AI relationship, tracing a move from the fear of a rebellious "machine" to an ambivalent vision of AI as partner, caregiver, and even therapist. The analysis will focus on eight films released between 2001 and 2022. "A.I. Artificial Intelligence" and "I, Robot" still operate within the classic threat paradigm and raise metaphysical questions about the robot's "soul." "Her" and "Ex Machina" foreground emotional bonding and the performativity of algorithmic personality. "Blade Runner 2049" problematizes the link between material and virtual embodiment, while "Upgrade" and "M3GAN" explore symbiotic or protective models of coexistence that easily slide into the danger of lost autonomy. "Finch", finally, offers a post-apocalyptic perspective, depicting AI as an extension of human care and cultural legacy.

Keywords: AI in cinema, human–AI relations, algorithmic anthropomorphism, cinematic dystopia technology ethics

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Przygoda Michał
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ARTIFICIAL INTELLIGENCE IN HSE MANAGEMENT SYSTEMS IN THE WIND ENERGY SECTOR.

Abstract

The dynamic development of wind energy infrastructure, both onshore and offshore, is associated with increasing complexity of occupational health and safety (OHS) hazards. Traditional Health, Safety and Environment (HSE) management systems are predominantly reactive in nature and rely on historical data, which limits their effectiveness in the dynamic and high-risk working environment of wind turbine installation and maintenance. This presentation examines the potential for integrating artificial intelligence (AI) into HSE management systems in the wind energy sector. In particular, it discusses the application of machine learning, predictive analytics, and data-driven decision support systems to improve risk identification, prevent accidents, and enhance operational safety. Attention is given to the use of AI in real-time hazard detection, predictive maintenance, and the analysis of near-miss events. The role of artificial intelligence in shaping a safety culture is also discussed, through automated reporting, behavioural analysis, and intelligent monitoring systems. Key challenges are also identified, including data quality, system reliability, cybersecurity, and ethical issues related to employee monitoring. The findings indicate that AI has the potential to significantly transform HSE management systems in the wind energy sector, shifting them from reactive models to proactive and predictive safety systems.

Keywords: AI, OHS, wind farms, workplace safety

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"WHO GAINS AND WHO LOSES? TRAINING ARTIFICIAL INTELLIGENCE ALGORITHMS AS A SOURCE OF SOCIAL DIVERSITY"

Abstract

This paper analyses the training of artificial intelligence algorithms as a social process grounded in legal regulation. Of equal importance is the economic dimension, which not only reflects existing social inequalities but may also reproduce and entrench them. The paper's central thesis asks whether artificial intelligence divides societies only at the stage of its use, or whether the divide begins earlier — at the stages of data collection, selection, annotation, processing, and legal governance of AI models. As a consequence, it is primarily those actors who possess data, computational infrastructure, legal capital, and digital competencies who stand to gain. On the other side stand, among others, creators who lack real control over the exploitation of their works, as well as end users. The analysis integrates perspectives from the sociology of inequality, critical data studies, and current regulatory frameworks: the AI Act, the GDPR, the DSA, the Data Act, and the DSM Directive.

Keywords: Artificial intelligence, social inequalities, AI Act training data, text and data mining.

About the author

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FROM PERFORMED TO SYNTHETIC AUTHENTICITY: THE SOCIETY OF THE SPECTACLE IN THE ERA OF DEEPFAKES AND ALGORITHMIC IDENTITY

Abstract

The paper reinterprets Guy Debord's 'concept of the society of the spectacle' in the context of contemporary social media and artificial intelligence technologies. Platforms such as Instagram and TikTok have transformed every day self-presentation into a permanent performance shaped by visibility, anesthetization, and the attention economy. In digital culture, lived experience is increasingly replaced by its visual representation, while authenticity becomes part of a consciously constructed image strategy. The presentation examines the transition from "performed authenticity," characteristic of influencer culture and social media environments, to "synthetic authenticity" generated through AI technologies such as deepfakes, voice cloning, and algorithmic manipulation of facial expressions and speech. The paper asks whether, in the era of generative AI, the human image still functions as a representation of the subject or rather as an autonomous digital simulacrum operating independently of physical presence. The analysis draws on the theories of Guy Debord, Jean Baudrillard, and Erving Goffman, as well as contemporary reflections on surveillance society and digital culture developed by Shoshana Zuboff and Byung-Chul Han. Particular attention is devoted to the role of algorithms in shaping contemporary models of identity and to the growing crisis of trust in digital images and voices. The presentation adopts an interdisciplinary perspective situated at the intersection of media studies, philosophy of culture, and reflection on the social consequences of artificial intelligence.

Keywords: society of the spectacle, social media, artificial intelligence, deepfake, digital identity

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FROM THE NEEDLE TO THE ALGORITHM - A TECHNOLOGICAL REVOLUTION IN FASHION

Abstract

In the beginning, there was a fig leaf. However, humanity quickly recognized that clothing had its own meanings: practical, symbolic, and aesthetic. The need for clothing led to ever-increasing attempts to invent materials that would provide protection from the climate, injury, or the shame of nakedness. New fabrics offered not only new practical possibilities but also tempted new aesthetic solutions for the garments made from them. On the one hand, the material from which clothing is made determines the climate. The same garment, depending on the material, can provide warmth or protect against heat. On the other hand, technology influences quality. A garment with the same cut can last for centuries or look good for only a few months. Successive eras introduced new technological solutions to the fashion market, giving rise to innovative fashion ideas. In the 20th and 21st centuries, such solutions (often controversial and even bordering on ethical) abound. Is this still fashion or is it pure technology? As history teaches us, an idea transformed into action has provided us with ever-new solutions. And the only limit to inventing new materials is the imagination. Perhaps the collections of the future will be made from, for example, completely biodegradable fabrics? In this presentation, I want to present a historical overview of the most important technological innovations in fashion, and then focus on the latest technological achievements and ideas influencing fashion.

Keywords: new technologies, costume design, fashion history, fabrics

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ARTIFICIAL INTELLIGENCE IN CZECH SCHOOLS: TEACHERS' PERCEPTIONS OF OPPORTUNITIES, RISKS, AND FUTURE CHALLENGES

Abstract

The paper focuses on the use of artificial intelligence (AI) in Czech schools from the perspective of teachers and examines how educators perceive its current and future impact on education. The research is based on a SWOT analysis conducted among teachers at primary and secondary schools in the Czech Republic. The study identifies the main strengths, weaknesses, opportunities, and threats associated with the implementation of AI tools in educational practice. The findings show that teachers perceive AI as a significant opportunity for the personalization of learning, support for creativity, increased efficiency in teaching preparation, and the development of students' digital competencies. At the same time, they express concerns related to ethical issues, misuse of AI technologies, reduced critical thinking, data security, and the possible weakening of interpersonal relationships in education. The paper also discusses teachers' readiness to integrate AI into teaching and highlights the importance of developing methodological support and digital literacy for both teachers and students. The contribution aims to provide a broader understanding of the multidimensional impact of AI on contemporary education and the future transformation of schools in the era of artificial intelligence.

Keywords: AI in education, SWOT analysis, digital literacy, educational technology, future of education

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FROM WEBCAMS TO CITIZEN SCIENCE: LOW-COST METHODS FOR MONITORING CHANGES IN THE COASTAL ZONE.

Abstract

The coastal zone is one of the most dynamic natural environments, where morphological changes occur under the influence of wave action, sea level, wind and storm events. Effective monitoring of these processes is crucial both for scientific research and for the management of coastal areas. At the same time, traditional measurement methods, such as field surveys, photogrammetric aerial surveys or laser scanning, require specialist equipment, adequate organisational resources and regular access to the area under study. For this reason, simple, low-cost and easily repeatable methods of observing the coastal zone are becoming increasingly important. This study employs a simplified approach to analysing changes in beach width, based on unprocessed snapshot images obtained from publicly accessible webcams located along the Polish Baltic coast. Based on selected images, measurements of beach width were taken and the variability in the extent of beach inundation under different hydrodynamic conditions was analysed. The results obtained were compared with data on sea level and storm conditions, which allowed for an assessment of the relationship between hydrodynamic parameters and the observed changes in the coastal zone. The results indicate a clear seasonal pattern in the analysed phenomenon, with beach inundation occurring more frequently and with greater intensity during the winter and spring months, confirming the usefulness of publicly available imagery as a source of information on short-term dynamics in the coastal zone. Despite the simplified nature of the method, the results obtained show that data from webcams can provide a valuable complement to traditional coastal monitoring techniques. This study contributes to the development of low-cost methods for observing coastal processes and the concept of citizen science. Similar approaches are implemented, for example, in the CoastSnap programme, where users take photographs from specific observation points, assisting scientists in analysing changes to the shoreline. Such initiatives demonstrate that data collected by local communities, tourists or users of coastal areas can have significant scientific value, particularly when gathered in a repeatable manner and in accordance with a simple observation protocol.

Keywords: coastal zone monitoring, citizen science

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REPLACING PROFESSIONAL PSYCHOLOGICAL HELP WITH ARTIFICIAL INTELLIGENCE – RISKS AND CONSEQUENCES

Abstract

Artificial intelligence is increasingly being used by individuals to help cope with mental health problems, even in crisis situations (Freitas & Cohen, 2024). Increasing attention is also being paid to the phenomenon of emotional dependency on AI, which is associated with negative psychological consequences (Zhai et al., 2025). At the same time, studies indicate the risk of incorrect AI responses in crisis situations (Pichowicz et al., 2025). The aim of this paper is to analyse the psychological consequences resulting from replacing contact with a psychologist with artificial intelligence, as well as to assess the potential threats to mental health in the context of the digitalization of psychological support. The paper addresses the following research questions: 1. To what extent do users treat AI tools as an alternative to professional psychological help? 2. What are the main motivations for choosing AI instead of contact with a specialist? 3. How does the use of AI influence the willingness to seek professional psychological help? 4. Whether and in what ways can interactions with AI affect the subjective sense of emotional support? 5. What threats and psychological consequences are most commonly associated with replacing therapy with AI? The paper was prepared on the basis of a review of current literature on the subject and the latest empirical research findings in the fields of psychology and artificial intelligence studies. De Freitas, J., Cohen, I. G. (2024). The health risks of generative AI-based wellness apps. Nat Med, 30, 1269–1275. https://doi.org/10.1038/s41591-024-02943-6 Pichowicz, W., Kotas, M. & Piotrowski, P. (2025). Performance of mental health chatbot agents in detecting and managing suicidal ideation. Sci Rep, 15, e31652. https://doi.org/10.1038/s41598-025-17242-4 Zhai, N., Ma, X., & Ding, X. (2025). Unpacking AI Chatbot Dependency: A Dual-Path Model of Cognitive and Affective Mechanisms. Information, 16(12), e1025. https://doi.org/10.3390/info16121025

Keywords: psychology, artificial intelligence, chatbot therapy, AI companionship, mental health

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FROM MATHESIS UNIVERSALIS TO TECHNOLOGICAL SINGULARITY: REMINISCENCES OF THE MECHANISTIC CONCEPTION OF MIND WITHIN THE HORIZON OF SUPERINTELLIGENCE

Abstract

Contemporary futurology, oriented toward the realization of superintelligence, constitutes an attempt to close the modern project of mathesis universalis. The foundation is Cartesian substantial dualism, which rendered matter susceptible to total technicization. Although Descartes reserved for thinking the status of immaterial autonomy, it was precisely the ontological removal of the spiritual element from matter that became the condition sine qua non for the subsequent naturalization of mental processes. This process, proceeding further in La Mettrie's concept of L'homme-machine, finds its culmination in the Humean "mechanics of associations," where, by replacing the substantial unity of the subject with a relational dynamic of impressions governed by the "gravity of ideas," empiricism performed the mechanization of the internal sphere, anticipating contemporary neural network architectures. The striving toward superintelligence appears as a paradoxical attempt to emulate the functions of res cogitans within a mathematized res extensa. Contemporary positions—from functionalism to the theory of embodied cognition—strive for the reduction of the mind to algorithmic operations. However, a significant aporia reveals itself here between the rationalist ideal of certainty (clare et distincte) and the stochastic nature of computational systems. The paper concludes that without a deepened hermeneutics of the classical disputes between rationalism and empiricism, the philosophical-futurological debate remains merely a commentary on modern metaphysical problems. Ultimately, despite technological successes in the simulation of cognitive functions, unresolved problems and the status of qualia ensure that the vision of the post-human era does not invalidate questions about the essence of subjectivity but rather renders them the most pressing issues of the contemporary age.

Keywords: mathesis universalis, naturalization of mind, technological singularity

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COGNITIVE OVERLOAD IN THE DIGITAL ERA: DIGITAL OVERUSE, SELF-REGULATION, AND PSYCHOPHYSIOLOGICAL FUNCTIONING IN YOUNG WOMEN

Abstract

The contemporary digital environment is increasingly organised around permanent availability, continuous visual stimulation, and algorithmically selected content. This presentation examines cognitive overload as a psychosocial and embodied phenomenon rather than only a problem of screen time. Using data from a sample of 80 women aged 18–30, the study will present associations between digital overuse, problematic social media engagement, self-regulation, psychological functioning, and non-invasive indicators of body composition. The central hypothesis is that excessive digital engagement may be linked not only to subjective distress, but also to broader patterns of self-regulatory and somatic functioning. The presentation situates these associations within debates on attention, cognitive load, and the transformation of everyday perception in digitally mediated culture. By combining self-report indicators with body-composition data, the study aims to show how digital overload can be analysed as a multidimensional marker of contemporary adaptation pressure in young women.

Keywords: digital overuse, cognitive overload, psychological functioning, self-regulation, attention

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BETWEEN LANGUAGES, CULTURES, AND IMMERSIVE SPACES: ARTIFICIAL INTELLIGENCE IN DESIGNING DIGITAL ENVIRONMENTS FOR MUSIC EDUCATION

Abstract

Contemporary music education increasingly operates within multilingual and intercultural environments, giving rise to new challenges related to teaching music history to students from diverse cultural backgrounds. At the same time, the dynamic development of digital environments encourages the transformation of teaching strategies and the search for new forms of educational mediation. In this context, immersive technologies and artificial intelligence are becoming increasingly significant in supporting communication, access to knowledge, and learning processes. The paper presents the current stage of PhD research conducted within the Italian doctorate of national interest in Artistic Research on Musical Heritage, in the curriculum Immersive Technologies Applied to Music, coordinated by the Conservatorio “A. Steffani” in Castelfranco Veneto, with the doctoral research operationally based at the Conservatorio “G. Puccini” in La Spezia. The research aims to design a Virtual Hub supporting the teaching of music history in Italian conservatoires. The project refers to the content and pedagogical approach of a recently published music history textbook designed for Chinese students. The project is also based on an analysis of the needs of international students in the context of linguistic and intercultural differences. The paper discusses examples of immersive technologies (VR and AR) and digital teaching strategies applied to education. It also examines the role and potential of artificial intelligence in the preparation of educational materials, in supporting intercultural communication, and in overcoming language barriers, alongside selected research examples and case studies exploring immersive learning in music education. The presented research may contribute to the development of music pedagogy through the design of more inclusive educational environments, the development of new teaching models, and critical reflection on the role of artificial intelligence in intercultural education.

Keywords: intercultural education, music history, digital learning strategies, immersive environments, artificial intelligence

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GENERATIVE SHARENTING ON INSTAGRAM: PRACTICES, SELF-PRESENTATION AND ETHICAL IMPLICATIONS. A CASE STUDY

Abstract

This paper analyses the emerging phenomenon of generative sharenting, understood as the practice of publishing content about children that is co-shaped by artificial intelligence tools and the algorithmic logic of social media platforms such as Instagram. The starting point is the growing availability of generative tools (including ChatGPT), which can influence the way narratives are constructed, the aesthetics of communication, and users' self-presentation strategies. The aim of the study is to answer three questions: (1) what posting practices constitute generative sharenting, (2) how the use of generative tools influences the self-presentation of parenthood, and (3) what ethical implications are associated with the intensification and aestheticisation of content relating to children. The study is a qualitative case study and is based on an analysis of selected posts by a single Instagram user, covering the visual and textual aspects of the posts and their recurring patterns.

Keywords: sharenting, social media, digital childhood, AI

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VISION WITHOUT SEEING: CONVOLUTIONAL NEURAL NETWORKS AS PERCEPTUAL MEDIATORS IN DERMATOLOGICAL DIAGNOSIS

Abstract

Contemporary diagnostic medicine is increasingly dependent on automated forms of perception that precede and progressively shape the clinician's own act of seeing. In the context of dermatological screening for cutaneous melanoma, the patient's skin is no longer examined directly, but rather via a series of representations. These include dermatoscopic capture, digital encoding, statistical inference over extensive image archives, and ultimately, the projection of a visual heatmap onto the lesion. The present study adopts a dual approach, encompassing both technical and conceptual dimensions, in its examination of the act of mediation. This study examines three distinct convolutional neural network architectures of distinct design. The ResNet152, DenseNet201, and EfficientNet-B4 models were fine-tuned on 17,114 dermoscopic images, which were compiled from the ISIC 2018, 2019, and 2020 archives. The models reached individual classification accuracies of between 88.30% and 90.40%. However, the more significant finding is of a qualitative nature rather than quantitative: when asked to localise the basis of their decisions through Gradient-weighted Class Activation Mapping, the three networks produce visibly different "ways of seeing" the same lesion. ResNet152 focuses on the central pigmented core, while DenseNet201 examines the lesion and adjacent tissue in a more comprehensive manner. EfficientNet-B4 is capable of detecting irregular borders and asymmetric pigmentation, which are features that are integral to the clinical ABCDE rule. In summary, there is no single machine gaze, but rather a plurality of architectures, with each performing a statistical averaging of patterns absorbed from training data. The Grad-CAM heatmap thus emerges as a new site of medical perception: neither the unmediated clinical gaze nor an objective algorithmic verdict, but a third visual register that arrives before the clinician looks, and quietly conditions what they will see.

Keywords: machine vision, explainable AI, convolutional neural networks, dermatology, Grad-CAM

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DISCONNECTED IN A CONNECTED WORLD: WHEN TECHNOLOGY AND AI SUBSTITUTE FOR HUMAN INTERACTION

Abstract

Digital technologies were expected to intensify connection, yet many indicators suggest that technologically connected societies may also be increasingly socially fragile. This presentation examines the paradox of connection without contact: the gradual displacement of embodied social interaction by mediated communication, platform-based relationships, and, increasingly, AI companions. The talk will review evidence on declining in-person peer interaction, rising loneliness in younger generations, and broader changes in intimacy and sexual activity. It will then connect these trends with the emergence of emotionally responsive chatbots and AI companions that can simulate availability, validation, and intimacy without the mutual demands of human relationships. The presentation does not treat technology as inherently antisocial. Rather, it asks under what conditions convenience, availability, and algorithmic responsiveness begin to substitute for the developmental work of human interaction. The central argument is that the age of AI requires renewed attention to relational competence, not only digital competence.

Keywords: digital technologies, artificial intelligence, social isolation, loneliness, communication

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„PIJ WOJANKA DO BIAŁEGO RANKA!" - ABOUT TRENDS AMONG CHILDREN IN PRIMARY EDUCATION

Abstract

“Pij Wojanka do białego ranka!”—on trends among children in early childhood education. This study aims to analyse the phenomenon of the popularity of products bearing the Wojan Group brand, with particular emphasis on “Wojanek” beverages, among third-grade elementary school students. An attempt was made to examine the marketing mechanisms that influence the purchasing decisions and preferences of children in early elementary school. The empirical basis of the study consists of surveys conducted among third-grade students and their parents. Utilizing the research perspectives of both groups of respondents allowed for a comparison of children’s statements regarding their purchasing motivations with their guardians’ observations and their awareness of the impact of advertising on the children’s consumer behaviour. Market analyses and research findings indicate that the effectiveness of the Wojan Group brand is based on a strong association of the product with an internet idol (influencer). Advertising mechanism: The most effective way to reach a young audience is content marketing integrated with platforms such as YouTube and TikTok, where the line between entertainment and advertising becomes blurred. Peer pressure: Owning a “Wojanek” serves as a symbol of belonging to a peer group, which significantly boosts demand. The role of parents: Parents often give in to their children’s requests, despite mixed opinions regarding the nutritional and educational value of the promoted products.

Keywords: Kids, marketing, consumerism, influencer, Wojanek

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BIAS AND THE PERCEPTION OF POLITICAL CENSORSHIP IN LARGE LANGUAGE MODELS: A COMPARATIVE STUDY OF DEBATES SURROUNDING OPENAI AND DEEPSEEK

Abstract

In recent years, artificial intelligence has become an integral part of everyday life. Tools based on large language models (LLMs) are used for generating texts, visual materials, advertising content, and entertainment media, as well as in education and in work involving large volumes of textual data. Increasingly, users also employ AI systems as communication tools and sources of information about current social and political events. Despite the growing popularity of generative artificial intelligence, public debate has increasingly raised questions concerning the political neutrality of language models and the potential bias of content moderation mechanisms. Particularly controversial are situations in which users perceive AI responses as manifestations of selective moderation or restrictions imposed on specific political viewpoints. The aim of this study is to analyse debates surrounding "bias" and "political censorship" in two popular language models — ChatGPT developed by OpenAI and the Chinese model DeepSeek. The article examines examples of model responses to discussions concerning political conflicts and human rights issues that have generated controversy among users. Particular attention is devoted to the moderation of content related to the Israeli–Palestinian conflict in the case of ChatGPT, as well as discussions regarding the rights of Uyghurs and the domestic policies of the People's Republic of China in the case of DeepSeek. The study is based on a comparative analysis of publicly available examples of user interactions with AI models, platform safety policy documents, and debates conducted in online spaces. The author argues that content moderation mechanisms in large language models are not perceived by users as politically neutral but are often interpreted through the prism of the political, cultural, and geopolitical interests of the states and environments in which these AI systems are developed. The conclusions of the study make it possible to raise broader questions regarding whether the development of generative artificial intelligence contributes to the emergence of new forms of control over political discourse in the digital sphere and how AI models influence the shaping of perceptions of contemporary conflicts and international issues.

Keywords: artificial intelligence, large language models (LLMs), content moderation, digital geopolitics, political discourse

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LIFESTYLE PROFILES IN THE DIGITAL ERA: HEALTH BEHAVIOR PATTERNS AND PSYCHOSOCIAL FUNCTIONING

Abstract

The digital era is usually described through media exposure, but its health consequences are also expressed through everyday routines: eating patterns, physical activity, regularity, and gastrointestinal functioning. This presentation reports a latent profile analysis conducted in a sample of 442 participants. Profile indicators included healthy-diet patterns, microbiome-supportive behaviours, healthy routine indicators, gastrointestinal symptom burden, and Bristol stool type. Three profiles were identified: a Healthy Routine and Diet profile, an Average profile, and a GI-Symptoms/Unhealthy profile. The profiles differed across psychosocial outcomes, including wellbeing, life satisfaction, depression, anxiety, perceived stress, neurotic worry or rumination, cognitive flexibility, and assertiveness. The presentation argues that lifestyle profiles should be understood as psychosocial configurations rather than isolated health behaviours. The findings support an integrative approach in which gastrointestinal symptoms, daily routines, and psychosocial adaptation are analysed together. This profile-based perspective can help identify groups for future preventive and lifestyle-oriented interventions.

Keywords: lifestyle profiles, health behaviours, psychosocial functioning, gastrointestinal symptoms, digital era

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STUDENT EXPECTATIONS REGARDING THE DIGITALIZATION OF UNIVERSITIES (STUDYING). CASE STUDY

Abstract

In today's digital world, traditionally understood higher education must undergo a far-reaching transformation, because, as John Dewey (1916) wrote over a century ago: "If we teach today's students as we did yesterday, we rob them of their future." Therefore, several questions were asked of students of pedagogy at the University of Rzeszów regarding their expectations regarding the digitalization of the university (studying): (1) How should the university be computerized (what hardware solutions should be used and what software should be available in university facilities)? (2) What functionality should a virtual university (dean's office) offer? (3) What technologies should academic teachers use (e.g., during lectures, tutorials, in contacts with students, etc.)? (4) What digital resources should be available to students (how should access to educational materials be organized)?

Keywords: higher education, digitalization, student, studying

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RELIGIOSITY AND ARTIFICIAL INTELLIGENCE IN THE LIVES OF YOUNG PEOPLE – NEW FORMS OF SPIRITUALITY AND THE MEDIATIZATION OF RELIGION.

Abstract

The aim of the research project is to analyse the impact of artificial intelligence and new digital technologies on the religiosity and spirituality of young people. Contemporary social media, AI chatbots, and online platforms are becoming spaces for the search for meaning, identity formation, and the practice of religious and quasi-religious activities. Of particular importance are the processes of the mediatization of religion, in which spiritual experiences are increasingly mediated through digital technologies. The project focuses on questions concerning the ways in which young people use artificial intelligence tools in the sphere of spirituality, the search for existential answers, and the interpretation of values and moral norms. The study also includes an analysis of the influence of algorithms and social media on the shaping of contemporary forms of religiosity, authority, and online communities. The presentation will discuss the theoretical foundations of the project, references to the concepts of the mediatization of religion and digital religion, as well as preliminary directions for empirical research concerning young people functioning in an environment strongly dominated by AI technologies. Particular attention will be devoted to the relationship between technology, religious experience, and the transformations of contemporary youth culture.

Keywords: artificial intelligence, mediatization of religion, youth, spirituality, digital culture.

About the author

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ARTIFICIAL INTELLIGENCE IN THE DIAGNOSIS, THERAPY, AND EDUCATION OF NEURODIVERGENT INDIVIDUALS

Abstract

Artificial intelligence is increasingly influencing the fields of education, diagnosis, and therapy. AIbased solutions are also being applied in work with neurodivergent individuals. They support specialists in identifying individual needs, planning therapeutic interventions, and adapting educational and psychological processes to a person's abilities and way of functioning. Therefore,increasing attention is being paid to solutions that can facilitate communication, improve access to educational materials, and support the development of cognitive, emotional, and social competencies. The aim of the presentation is to discuss the possibilities of using artificial intelligence in the diagnosis, therapy, and education of neurodivergent individuals, as well as to highlight both the benefits and potential risks associated with the use of new technologies in therapeutic practice. The presentation will include examples of tools supporting functioning, learning, communication, and the organisation of work for individuals with diverse developmental, communication, and educational needs. Attention will also be paid to the responsible and conscious use of AI-based solutions in therapeutic and educational practice. The presentation has a theoretical and practical character and is based on a review of the literature as well as experiences related to the use of selected technological tools in educational and therapeutic settings. The discussed issues are part of the current debate on the role of new technologies in supporting neurodivergent individuals and on the possibilities of creating a more accessible and individualized educational environment.

Keywords: artificial intelligence, diagnosis, therapy, education, neurodivergent individuals.

About the author

Urszula Walczak, M.A., PhD candidate, Master of Pedagogy, Speech-Language Pathologist, a certified sex therapist, mediator. She is a counsellor and psychosexual relationship therapist. Certified creativity development trainer, certified trainer of social skills training, certified 1st and 2nd degree TUS trainer for people with Autism and Asperger syndrome, certified group trainer of aggression replacement training (ART®). Certified 1st and 2nd degree hand therapist, certified rhythmics instructor and licensed hearing healthcare professional. Head of the Health Sciences Unit at Polish University Abroad in London. Psychosexual advisor at the Polish Centre for Public Health in London. Her research interests focus on the phenomenon of the acculturation of Polish emigrants in Great Britain, the intercultural integration of Polish women in mixed relationships, and the loneliness, isolation and nostalgia of Polish people in exile. She deals with emigration and immigration issues, as well as concepts of integration and intercultural education. Participant of international conferences and

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Walewska Gabriela
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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE TRANSFORMATION OF WORK IN ACCOUNTING AND CORPORATE FINANCE

Abstract

The dynamic development of artificial intelligence (AI) has a significant impact on the functioning of contemporary enterprises, including the areas of accounting and finance. The implementation of modern technologies transforms both the nature of performed tasks and the organization of work within accounting departments. The aim of this paper is to analyse the impact of AI-based tools on financial and accounting processes in enterprises. In particular, the paper discusses the application of automation in the processing of financial documents, the generation of reports, and the detection of irregularities in accounting data. Attention is also given to the changing role of employees in finance departments, who increasingly perform analytical and advisory functions rather than routine operational tasks. The paper also addresses the impact of AI on the labour market in the financial sector and the need to adapt employees' competencies to new technological requirements. The analysis indicates that artificial intelligence is becoming a key factor of transformation in the field of finance and accounting, influencing both process efficiency and the evolution of professions within the economic sector.

Keywords: sztuczna inteligencja, rachunkowość, automatyzacja, kompetencje, edukacja ekonomiczna

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Waligórska Anna
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DIGITAL DISRUPTION OF SYNCHRONY: TECHNOFERENCE AND THE DEGRADATION OF PARENT-CHILD MICRO-INTERACTIONS AND DEVELOPMENTAL PATHWAY

Abstract

Technoference is a concept describing the disruption of parental responsiveness by absorption of attention in digital devices (McDaniel & Radesky, 2018). This phenomenon impairs the quality of micro-interactions in the parent-child dyad during the period when bio-behavioural synchrony serves a foundational organising function in early development. The aim of the presentation is to identify the mechanisms through which technoference degrades parent-child synchrony, and to examine the consequences of these disruptions for the formation of attachment bonds, emotion regulation, and pathways of social-communicative development. The analysis draws on hyperscanning data (Azhari et al., 2019; Quiñones-Camacho et al., 2021), the still-face paradigm, and the concept of bio-behavioural synchrony (Feldman, 2012). Habitual parental absorption in screens reduces the sensitivity and temporal attunement of responses to child cues, diminishes eye contact, and disrupts affective modulation (Braune-Krickau et al., 2021) - mechanisms foundational to secure attachment. Parenting stress amplified by technoference reduces neural synchrony within the parent-child dyad (Azhari et al., 2019). Disruption of co-regulation in early childhood carries consequences for the later development of self-regulation, theory of mind, and identity. In the AI era, technoference is not merely an individual lapse of attention but a structural phenomenon inscribed in the design of digital environments. This calls for a coherent orientation of responses: from parental psychoeducation to systemic support for sustaining, rather than reducing, relational presence.

Keywords: technoference, bio-behavioural synchrony, attachment, digital transformation, parental responsiveness

About the author

Dr Anna Waligórska is a psychologist, assistant professor at the Faculty of Applied Social Sciences and Resocialization, University of Warsaw. Her research focuses on early intervention in autism spectrum disorder, evidence-based practices (EBPs), and the implementation of family support programmes. She collaborates with the Frank Porter Graham Child Development Institute (UNC Chapel Hill) and is the author of publications on early intervention, parental psychoeducation, and EBP implementation models.

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REDEFINING THE EDUCATION OF YOUNGER STUDENTS IN A MEDIATED WORLD. EDUCATION FOR READING

Abstract

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Although today's younger student, living in a media society and using McLuhan's prostheses on a daily basis, does not resemble his peer from several years ago, the current school, using the phrase by A. Camus, teaches our children to live in a world that no longer exists. Although a 21st century person, in order to be able to realize themselves in a world dominated by an unprecedented technological acceleration, should know the possibilities offered by new media and their products, following the path of humanists, for whom the meaning of human life is connected with questions about human condition and dignified life, they should find the spiritual content of their existence. Therefore, the central point of current education seems to be pedagogy that focuses on the reflective student, living in the perspective of permanent civilizational changes, but also in constant contact with art. As J. Vetulani wrote, art, its reception and its creation are immanent and specific features of human nature and are factors activating the entire brain activity. Therefore, the educational spotlight should be turned on redefining education, including well-prepared teachers who can develop an attractive alternative to the flattening worldview and seductive offers of modern media, which are geared towards consumerism and hedonism. "De-technologized" education is associated with the art of words and is related to the "Literature Education" program proposed by Z. A. Kłakówna. It is about teaching students to reflectively "read the world" that leads to resolving conflicts that occur between career orientation, material success or predatory egoism - and the direction towards values. It signals education through the following sequence of postulates: read – experience – understand – comment. The goal is to simply educate students to read, which is possible by reading texts that are genuinely interesting to the audiovisual child. Therefore, we are talking about literary texts derived from tradition and those created recently, with a hybrid structure, crossing audiovisual and literary narration. About works written with the current children in mind, who use audiovisual perception, read in a hyperlink manner, and are raised in a civilization of spectacle and visual culture. This refers particularly to audiovisual reading, which is part of the activity of the reader influenced by the logic of reading assumed by media and digital systems, but also focuses on the opportunities of today's younger audience, oscillates around the currently dominant narratives of cultural texts, pays special attention to the language, which is the modus operandi of life, and allows for self-education of a person, which is possible only through correspondence with sophisticated works of art. In reading education, it is also about educating students of pedagogical studies and helping early school teachers themselves to recognize the rules of the communication process and the specificity of literature, as well as the principles of familiarizing students with the art of words.

Keywords: redefinition of education, mediatization, literary education, education to reading, younger student

About the author

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term methodological advisor for early school education, teacher of early school education and preschool education. Her research interests focus on issues related to literature addressed to children and its practice, organization of the process of literary communication of younger students in an anthropological, cultural and civilizational context. She has published many scientific works. The winner of the first edition of the National Award named after Professor Ryszard Więckowski for the monograph *Wychowanie do lektury 2.0.*

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Werens Kinga
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ARTIFICIAL INTELLIGENCE IN DIAGNOSTICS AND HEALTHCARE – ETHICAL ASPECTS

Abstract

Artificial intelligence (AI) is increasingly transforming modern healthcare systems, particularly in the areas of diagnostics and patient care. Advanced algorithms and machine learning models enable faster and more accurate detection of diseases, support clinical decision-making, and improve the overall efficiency of healthcare services. Despite these significant benefits, the growing integration of AI also raises important ethical concerns that require careful consideration. This paper aims to analyse the ethical aspects of using artificial intelligence in diagnostics and healthcare. Key issues discussed include patient privacy and data protection, algorithmic bias, transparency of AI decision-making processes, and the question of responsibility for medical errors. The use of AI systems often involves processing large amounts of sensitive patient data, which increases the risk of data breaches and misuse. Additionally, biased datasets may lead to unequal treatment outcomes, potentially reinforcing existing health disparities. Another important concern is the lack of transparency in many AI systems, often described as "black box" models, which may limit the ability of healthcare professionals to fully understand and trust AI-generated recommendations. Furthermore, the question of accountability remains unclear when AI systems contribute to clinical decisions. The paper highlights the need for ethical guidelines, proper regulation, and interdisciplinary collaboration to ensure the responsible use of AI in healthcare. It emphasizes that artificial intelligence should support, rather than replace, human professionals, maintaining a patient-cantered approach to care.

Keywords: Artificial intelligence, healthcare, diagnostics, ethics, patient care

About the author

Kinga Werens - is a student of pedagogical therapy with an academic interest in healthcare and interdisciplinary approaches to human functioning. Her areas of interest include the application of modern technologies in education and healthcare, as well as ethical aspects related to the development of artificial intelligence. She is particularly interested in the impact of AI on patient care, diagnostics, and the role of professionals in the evolving digital environment. She is continuously developing her knowledge through academic work and participation in conferences. Her goal is to combine theoretical knowledge with practical applications in order to improve the quality of support and care provided to individuals

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SOCIAL MEDIA LITERATURE AND ONLINE STORYTELLING TODAY

Abstract

The research studies the connection between social media literature and online storytelling in contemporary literary and communication practices. The advent and popularization of digital platforms like Instagram, Facebook, TikTok, and X brought about changes in literary content's production, circulation, and consumption. This has led to new forms of storytelling that are collaborative, multimodal, and audience-centred. The study examines how writers and content creators utilize digital tools like images, videos, hashtags, emojis, hyperlinks, and short-forms narratives to engage audiences and remodel traditional literary expression. The study also explores how social media literature challenges traditional narrative structure by promoting participatory culture, proximity, and collective meaning making among users. The theories employ for this study are drawn from digital media and narrative studies. The paper analyses selected social media texts and storytelling practices to show how digital platforms impact creativity, identity formation, and cultural representation. The study also examines the democratization of literary creation in which common users become creators and distributors of stories beyond the confines of print culture. Although the study admits the fears related to superficiality, misinformation, and the waning reading habits, it argues that digital storytelling has expanded literary options and created innovative spaces for artistic expression and social interaction. The research reveals that social media literature and digital storytelling denote important developments in contemporary literature and communication, which shows the developing relationship between technology, creativity, and human experience in the digital age.

Keywords: Social Media, Literature, Online Storytelling, Contemporary Practice

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Job Samuel Wetpin, M.A., is a PhD research student on the verge of completing his research and currently serving as a lecturer in the department of English, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. He is an emerging scholar of oral literature and cultural studies, African literature, environmental literature, and digital humanities. He is also a creative writer.

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BETWEEN SUPPORT AND THREAT: HUMAN CYBER SITUATIONAL AWARENESS IN CYBERSECURITY MANAGEMENT IN THE ERA OF ARTIFICIAL INTELLIGENCE

Abstract

The rapid development of artificial intelligence is significantly changing the conditions of cybersecurity management in organizations. AI supports anomaly detection, alert analysis, incident prioritization, response automation, and threat prediction. At the same time, it can be used by attackers to create convincing phishing messages, deepfakes, personalized social engineering campaigns, automated reconnaissance, and to manipulate employees' trust. As a result, humans operate in an environment in which AI is simultaneously a tool of support, a source of threat, a target of attack, and an element of the decision-making process. The aim of the presentation is to present human cyber situational awareness as a cognitive and decision-making competence that is crucial for cybersecurity management in the era of AI. It is assumed that the traditional approach based on cyber hygiene, understood as knowledge of the basic principles of safe technology use, is necessary but insufficient. In the face of AI-supported threats, particular importance is attached to the ability to recognize risk signals, interpret the role of artificial intelligence in a given situation, anticipate the consequences of actions or omissions, and critically supervise automated recommendations. The presentation is theoretical in nature and is grounded in the perspective of management sciences. Its main thesis is that cyber situational awareness in the AI era is not limited to knowledge of threats but involves the ability to construct an adequate understanding of a cyber situation and make decisions under conditions of uncertainty, time pressure, and automation. Particular attention is given to the dual role of AI, the risk of automation bias, the need for a human-in-the-loop approach, and the importance of scenario-based training. The conclusions indicate that effective cybersecurity management requires strengthening not only technology, but also the cognitive, decision-making, and reflective competences of employees and managers.

Keywords: cyberświadomość sytuacyjna, sztuczna inteligencja, zarządzanie cyberbezpieczeństwem, człowiek, cyberhigiena, kompetencje decyzyjne, human-in-the-loop, automation bias.

About the author

Małgorzata Witkowska, M.A., is a doctoral student at the Polish University Abroad in London. She holds a master's degree from WSB Merito University in Wrocław, a Master of Business Administration degree from Leipzig University, and a bachelor's degree in Computer Science from the Szczecin University of Technology. Her professional interests have long focused on IT management, with particular emphasis on project management and risk management. She currently works as a Product Manager in the field of cybersecurity. She is also affiliated with the Polish University Abroad in

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THE 'CHILDREN OF THE MAGENTA LINE' SYNDROME IN THE ERA OF AI: TRUST IN AUTONOMOUS SYSTEMS AND THE DEGRADATION OF MANUAL SKILLS IN COMMERCIAL PILOTS

Abstract

Modern commercial aviation represents one of the most technologically advanced ecosystems of human labour. Since the 1990s, the aviation industry has diagnosed the so-called "Children of the Magenta Line" syndrome—a phenomenon where flight crews become overly reliant on integrated navigation and automatic flight control systems (following the magenta line on navigation displays). This overreliance leads to the atrophy of fundamental manual flying abilities, commonly known as stick-and-rudder skills. This presentation analyses the evolution of this phenomenon in the context of the upcoming aviation transformation: the transition from deterministic automation (classical feedback-loop autopilots) to systems based on Artificial Intelligence (AI) and machine learning. The implementation of AI as a "virtual crew member" radically alters the human-machine relationship and generates a new research problem: the paradox of trust in autonomous systems, known as automation bias. On one hand, the high reliability of AI lulls the operator into a false sense of security, exacerbating the out-of-the-loop syndrome. On the other hand, the opacity of neural network decision-making processes (the "black box" problem) dictates that during emergency situations, the human brain is burdened with an extremely high cognitive load while attempting to comprehend the machine's actions. The presentation aims to outline the psychological and cognitive risks associated with delegating critical decisions to algorithms. Furthermore, it proposes new paradigms in education and flight simulator training designed to preserve essential manual and decision-making skills in the era of autonomy.

Keywords: Artificial Intelligence Human factors Skill degradation Automation bias Situational awareness

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Bartłomiej Woda - student pilot on Rzeszów University of Technology. Interested in aviation since childhood, now an adult who made his dreams come true.

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ARTIFICIAL INTELLIGENCE AS A CRIMINOLOGICAL INSTRUMENT FOR THE ANALYSIS OF THE PHENOMENON OF MISSING PERSONS DISAPPEARANCES

Abstract

This article presents the potential use of artificial intelligence in the criminological analysis of missing persons. It discusses the application of machine learning methods, multi-source data analysis, and pattern recognition systems in event reconstruction and risk factor identification. It points out that AI can support operational processes through data integration and the generation of analytical hypotheses, but its role remains supportive. It also highlights technological limitations and ethical and legal risks related to the processing of personal data and the lack of algorithm transparency.

Keywords: missing persons, analysis, artificial intelligence

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Dr Piotr Wojnicz holds a Ph.D. in law and graduated from the Faculty of Law and Administration at the University of Warmia and Mazury in Olsztyn. He works in the Search and Identification Team at the Olsztyn Municipal Police Headquarters and as an assistant professor at the Ełk Branch of the University of Warmia and Mazury in Olsztyn. He has participated in numerous national and international conferences (Italy, Ukraine, Slovakia). He has authored monographs and articles on substantive criminal law, forensics, and criminology. His research interests include social pathologies, sexual deviations, the use of modern information and communication systems for sexual abuse, missing persons – the profile of a missing person, the causes and effects of disappearances, procedures related to searching for missing persons, counteracting the phenomenon of missing persons, the functioning of public and private administration bodies in the field of security, and the occurrence of pathologies within administration. Delfina Pacholska – a graduate student in internal security and psychology, and a participant in conferences on psychology, criminology, and law. Her research interests include social pathologies, with particular emphasis on domestic violence, deviant behaviour, and sadism.

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TEACHER AUTHORITY IN THE AGE OF TECHNOLOGICAL TRANSFORMATION FROM THE PERSPECTIVE OF ENGLISH PHILOLOGY STUDENTS

Abstract

Nowadays, teacher authority is likely to face challenges in a number of ways. The most immediate change seems to concern roles performed by teachers in the classroom of rapid technological transformation. The new reality expects teachers to be facilitators who organize, develop and manage the class while striving for equal involvement of all participants, and on the other hand, mentors, conveying knowledge, but also adapting their methods to digital learning tools. In view of this perspective, it is important to redefine teacher role(s) in a modern educational environment, verifying if so called traditional qualities are still relevant or it is the digital ones that lead the way in a technologically mediated learning process. The study under discussion aimed at examining teacher qualities considered by students of English philology a necessary condition for a teacher to enjoy authority in today's classroom, The study was conducted via a questionnaire distributed among 112 respondents from universities across Poland. The findings allowed for indicating emerging trends in students' perceptions and redefinitions of teacher authority in the digital age and suggesting modifications to be introduced into the teacher training education.

Keywords: teacher authority, technology, English philology students

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Zera Oliwia
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ARTIFICIAL INTELLIGENCE AS A FACTOR REDEFINING SOCIAL RELATIONS AND PUBLIC COMMUNICATION

Abstract

In the era of rapid technological development, artificial intelligence is becoming one of the most important factors influencing contemporary social relations and public communication. AI-based systems are modifying the way information is created, transmitted, and received, affecting both interpersonal bonds and the functioning of media and institutions. The aim of this presentation is to analyse the impact of artificial intelligence on social transformations occurring in the field of communication and to define the key opportunities and threats arising from this process. The paper discusses the role of algorithms in shaping public opinion, content personalization, and the automation of communication processes. Attention is drawn to the growing importance of social media and generative AI tools, which affect the way social bonds are built, identities are created, and citizens participate in public debate. The analysis also covers the growing problem of disinformation, the phenomenon of filter bubbles, and ethical dilemmas related to privacy and responsibility for content created by artificial intelligence. The conclusions indicate that AI not only supports the development of new forms of communication but also redefines social models of interaction, changing the relationships between the individual, society, and technology. The scale and pace of these transformations necessitate the urgent development of new regulatory frameworks and the intensive development of digital competencies necessary for conscious functioning in society.

Keywords: artificial intelligence, public communication, social relations, disinformation, generative AI

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TRANSFORMATION OF PERCEPTION IN THE AGE OF ARTIFICIAL INTELLIGENCE: HOW 'VISION MACHINES' SHAPE THE CONTEMPORARY IMAGE OF REALITY

Abstract

The presentation addresses the transformation of human perception within the context of the rapid development of artificial intelligence systems. The starting point is an analysis of contemporary "vision machines" which – in line with Guy Debord's theory of the society of the spectacle – function as new matrices mediating the human relationship with reality. The aim of this presentation is to demonstrate how algorithmically generated images and automated forms of vision influence our cognitive processes and understanding of the world. In the age of AI, traditional observation is being replaced by statistical data models, leading to the emergence of a new form of mediated perception. The session will discuss selected examples of technologies that select and process the visual aspects of everyday life, raising questions about the boundaries of authentic human experience in an environment dominated by algorithms.

Keywords: mediated perception, vision machines, society of the spectacle, algorithmic image, cognitive transformation

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Ewelina Zielińska - my research interests focus on cybersecurity, disinformation mechanisms, and artificial intelligence. I serve as the Vice-Chair of the National Security Scientific Student Association at the Military University of Technology (KNBN WAT), where I am actively involved in research projects exploring the impact of modern technologies on information security.

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NEURO-RIGHTS AS THE FINAL FRONTIER OF HUMAN PROTECTION – A LEGAL-PHILOSOPHICAL ANALYSIS OF AI-HUMAN INTERACTION IN THE CONTEXT OF MENTAL INTEGRITY

Abstract

The transition toward the era of Artificial Intelligence (AI) affects the most intimate sphere of human functioning – cognitive processes and mental integrity. The aim of this presentation is to analyse the emerging concept of "neuro-rights" as a necessary response to the development of AI systems capable of monitoring and influencing human brain activity. In the age of advanced brain-computer interfaces and behavioural profiling algorithms, traditional legal frameworks, including the standards of the European Convention on Human Rights, face the challenge of protecting the "final frontier of freedom" – human thought. During the speech, a legal-philosophical discussion will be undertaken regarding the need for new fundamental rights, such as the right to cognitive liberty, mental privacy, and psychological continuity. This topic lies at the intersection of law, ethics, and neuroscience, constituting a key element of the debate on the future of human dignity in the technological environment of the 21st century. The conclusions of the analysis will serve to assess the adequacy of current legal protection instruments and outline de lege ferenda postulates in the context of the dynamic evolution of the human-machine relationship.

Keywords: neuro-rights, artificial intelligence, human rights, mental integrity, legal philosophy

About the author

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Ziębacz Izabela
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AI SYSTEMS AS EXTERNAL REGULATORS OF COGNITIVE PROCESSES: A SYSTEMS PERSPECTIVE

Abstract

The development of artificial intelligence systems is increasingly influencing the way humans' function within the information environment. AI-based tools are now involved not only in searching for and organizing information, but also in supporting content interpretation and decision-making processes. Digital technologies are therefore becoming an important element of the environment regulating users' cognitive activity. Despite the growing body of research devoted to the social and ethical consequences of artificial intelligence, its impact on human cognitive autonomy and mechanisms of self-regulation from a systems perspective is still relatively rarely analysed. The aim of the article is to examine the influence of AI systems on processes related to information selection, content interpretation, and cognitive decision support. The starting point of the analysis is the assumption that artificial intelligence systems may partially take over regulatory functions associated with the organization and hierarchization of information, while also reducing users' cognitive effort. As a result, part of cognitive activity is transferred from the level of autonomous human action to the technological environment. The theoretical framework is based on concepts of autonomy and self-regulation understood from a systems perspective, as well as contemporary research on cognitive offloading and the technological mediation of cognitive processes. The article is theoretical and analytical in nature and is based on a conceptual analysis of the human–AI relationship as a system operating under conditions of information overload. The article advances the thesis that the development of AI systems may increase the efficiency of human functioning within the information environment while simultaneously contributing to a reduction in cognitive autonomy through the weakening of independent information selection, the reduction of critical evaluation of content, and the growing dependence on technological systems supporting cognitive processes. The analysis focuses on the mechanisms through which part of cognitive activity is delegated to the digital environment and on the consequences of this process for the individual's capacity to maintain interpretative and decision-making autonomy. The article seeks to contribute to the development of a systems-oriented perspective on human–AI relations and to broader reflection on transformations of cognitive autonomy under conditions of advancing artificial intelligence.

Keywords: artificial intelligence, cognitive autonomy, self-regulation, cognitive offloading, systems analysis

About the author

Dr Izabela Ziębacz conducts research on human functioning in complex social and organizational systems, with particular emphasis on processes of self-regulation. Her research interests focus on the systems perspective and the information environment. She has published, among others, in the fields of education, knowledge management, and psycho-cybernetic determinants of human behaviour.

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GEN Z WOMEN AND OVERSTIMULATED BRAINS: FOCUS AND RELAXATION CAPACITY IN A DIGITALLY SATURATED ENVIRONMENT

Abstract

Digital saturation may affect not only what people think about, but also how readily they can enter states of focused attention and physiological down-regulation. This presentation examines focus and relaxation capacity in women aged 18–30 using two standardized biofeedback-based challenges: one requiring sustained focus and one requiring relaxation. The study will present descriptive results, score distributions, and task-performance patterns without overclaiming causal generational effects. The lack of a non-digital historical control group is treated as a methodological limitation; therefore, the presentation will frame the findings as an exploratory profile of self-regulatory performance in a contemporary Gen Z female sample. Particular attention will be given to whether participants show difficulty maintaining attentional engagement or entering a relaxed state under structured task conditions. The broader question is whether digital overstimulation may be accompanied by reduced practical access to two basic regulatory capacities: concentration and recovery.

Keywords: digital overload, attention, self-regulation, Gen Z, relaxation

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THE HISTORY TEXTBOOK AS A "VISION MACHINE". NARRATIVE AND VISUAL STRATEGIES IN RUSSIAN EDUCATION (1985–2023)

Abstract

This paper examines the history textbook as a specific "vision machine" embedded in the logic of the society of the spectacle. Drawing on the assumption that contemporary media not only transmit knowledge but actively shape modes of perception, the study focuses on Russian history textbooks published between 1985 and 2023. The analysis treats the textbook as a polycode text in which narrative and visual layers jointly construct models of historical reality. Particular attention is given to visual strategies (photographs, illustrations, diagrams) and narrative mechanisms that organize knowledge and guide interpretation. These elements do not merely support the text but actively frame the way historical events are perceived and understood. In this perspective, the textbook is conceptualized as a medium that offers "vision without seeing" – a mediated form of perception that precedes and conditions individual interpretation. Such mechanisms contribute to the standardization of collective memory and the reproduction of dominant historical narratives. The paper also suggests that these processes reveal structural analogies with contemporary artificial intelligence systems, which operate through the selection and recombination of patterns stored in large datasets. By highlighting these parallels, the study situates the analysis of history textbooks within a broader context of cognitive and media transformations in the age of artificial intelligence.

Keywords: history textbook, collective memory, narrative, visual analysis, Russia

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BETWEEN HAPPINESS AND ALGORITHMS: MEDIA TRANSFORMATION AND HUMAN EXPERIENCE IN CONTEMPORARY BHUTAN

Abstract

The rapid expansion of artificial intelligence and algorithmic systems is reshaping human perception, communication, and everyday social practices worldwide. In this context, Bhutan offers a distinctive case study as a society negotiating digital transformation while maintaining a development philosophy grounded in Gross National Happiness. This paper examines how the growing presence of social media platforms, algorithmic content distribution, and AI mediated communication affects the ways individuals in Bhutan perceive reality, construct identity, and participate in public discourse. Drawing on the concept of mediatization and Guy Debord's notion of the spectacle, the study explores how digital platforms transform traditional forms of social interaction into image based and platform dependent communication. Particular attention is paid to the tension between culturally embedded values of collective wellbeing and the emerging logic of data driven visibility, recommendation systems, and platform governance. The paper analyses how users in Bhutan experience a transition from direct social relations to technologically mediated representations, in which algorithms increasingly shape attention, memory, and symbolic participation. The study is based on qualitative analysis of Bhutanese social media practices, supported by existing reports on digital media development and communication patterns in the country. It argues that Bhutan represents a unique environment for understanding how societies with strong cultural narratives adapt to global AI driven transformations. The case demonstrates that artificial intelligence is not merely a technological innovation but also a cultural force reconfiguring the relationship between human experience, media perception, and social values. This contribution seeks to expand debates on artificial intelligence by introducing a non-Western perspective, showing how digital transformation intersects with local traditions, cultural imaginaries, and alternative visions of social progress.

Keywords: Bhutan, Mediatization, Artificial Intelligence, Gross National Happiness, Digital Communication

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